

# Bulletin

## East Tennessee

### State Normal School

Vol. XI

JANUARY, 1922

No. 4

#### CONTENTS

Faculty and Officers.....	2
General Information.....	3
Courses of Study.....	5
From Ministers and Business Men.....	8
From Superintendents and Principals.....	11
From Graduates and Students.....	17

#### PUBLISHED BI-MONTHLY

At Johnson City, Tennessee

By the East Tennessee State Normal School  
By Authority of the State Board of Education

Entered December 18, 1915, at the Post Office at Johnson City, Tenn., as Second Class Mail Matter under Act of Congress of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, Act of October 3, 1917, authorized August 27, 1918.



## STATE BOARD OF EDUCATION

### FOR EAST TENNESSEE:

Hon. C. L. Marshall.....Johnson City  
Hon. Chas. E. Keyes.....Crossville  
Supt. John S. Ziegler.....Chattanooga

### FOR MIDDLE TENNESSEE:

Hon. Perry L. Harned.....Clarkesville  
Hon. L. A. Ligon.....Carthage  
Hon. J. F. Fowlkes.....Waverly

### FOR WEST TENNESSEE:

Mrs. C. B. Allen.....Memphis  
Supt. F. R. Ogilvie.....Brownsville  
Supt. C. B. Ijams.....Jackson

### EX-OFFICIO:

Gov. A. A. Taylor.....Nashville

### OFFICERS:

Hon. Perry L. Harned.....Chairman  
Superintendent J. B. Brown, ex-officio.....Secretary

### CALENDAR 1921-22

Fall Quarter .....Sept. 19 to Dec. 24  
Winter Quarter .....Jan. 2 to March 11  
Spring Quarter .....March 13 to June 2  
Summer Quarter .....June 5 to Aug. 12

## FACULTY AND OFFICERS

1921-22

Sidney Gordon Gilbreath	President
David Sinclair Burleson	Dean. Reading and Literature
Christian Edly Rogers	Registrar. Mathematics
Charles Hodge Mathes	Rural Education
Walter Clement Wilson	Manual Training
Delle Dulaney Smith	Chemistry
William LaFayette Prince	Bursar. Bookkeeping
Elizabeth Evans Slocum	Drawing
Ina Yoakley	Physics and Geography
Ada Hornsby Earnest	Domestic Science
Charles Fleet Reece	Physical Education. Mathematics
Kate Caldonia Pitts	History and Civics
Edna Cox	Domestic Arts
A. Vernon McFee	Public School Music
William Reed Windes	Agriculture and Biology
Frank Field	Psychology and Education
Willis Beeler Bible	English Language
Evelyn Lloyd Armbrust	Physical Education
Margaret Moore	Modern Languages
Ruth Rogan McClellan	Reading and Expression
Frances Ione Mathes	Piano and Harmony
Olive Taylor	Librarian
Edna Bingham	Secretary
Nannie Anderson	Matron Women's Dormitory
Lizzie S. Gurley	Manager Dining Halls
Robert McNeil	Engineer
George Milam	Janitor
Madison Laws	Watchman
Wm. H. Keene	Farm Foreman

## OBSERVATION AND PRACTICE SCHOOL

Pearl Bennett	Methods and Practice Teaching
Gertrude Edna Stafford	Principal Practice School
Viola Emmaline Porter	Primary Methods
Katherine McSpadden	Critic Teacher
Lillian Field	Critic Teacher
Julia Parvin	Critic Teacher
Winnie Woodruff	Assistant Critic Teacher

### GENERAL INFORMATION

**FALL QUARTER.** The total registration of students for the Fall Quarter exceeded that of any year since the School was opened, with one exception, and the classification of students was unusually high, nearly all being graduates of standard high schools.

**WINTER QUARTER.** For the Winter Quarter of ten weeks students will be registered and classified on January 2 and 3, and class work will begin on Wednesday, January 4.

**SPRING QUARTER.** For the Spring Quarter of twelve weeks students will be registered and classified on March 13 and 14, and class work will begin on Wednesday, March 15.

**SUMMER QUARTER.** For the Summer Quarter of ten weeks, students will be registered and classified on June 5 and 6, and class work will begin on Wednesday, June 7. This Quarter will end on Saturday, August 12. Students who plan to teach may, therefore, complete the Summer Quarter's work and begin their schools on Monday, August 14.

It is important that students, whenever possible, should register and be classified on the opening days of the Quarter.

**ADMISSION.** The State Normal School admits as students all white males or females not under sixteen years of age who give their pledge of intention to teach, who present evidence of good faith, and who are of good moral character.

**FEES.** Tuition is free to all Tennessee students. Non-residents who sign the pledge of intention to teach are admitted on the payment of a tuition fee of \$15.00 for each Quarter.

**EXPENSES.** The expenses, including fees, board, lodging, and books, will average about \$5.00 to \$6.00 a week.

### NEW BUILDINGS

The State Board of Education has approved plans for three new buildings at the State Normal School:

1. A modern fire-proof dormitory with bed-room accommodations for 100 men. In addition, reception rooms and society halls are included in the plans. The building will be steam-heated and supplied with electric lights and hot and cold water. It is hoped that this building will be ready for use by June 1.

2. A modern gymnasium, with complete equipment, including lockers, showers, dressing room, etc.

3. A library building. This building will include a large reading and reference room, stack room, class room, and a small auditorium.

These buildings will contribute largely to the comfort of students and to the success of the School.



### STUDENT ACTIVITIES

In addition to the regular class work provided, several forms of student activities make large contribution to the life and work of the School. Football, basketball for men and women, baseball, track meets, tennis, glee club, dramatic club, literary societies, lyceum courses, have generous support, and are participated in by nearly all the students. The life of the School is wholesome and active.

### CERTIFICATES AND RENEWALS

Students should bear in mind that the year at the State Normal School is divided into four Quarters, and that credits on teachers' license, on renewal of license, and on Normal School Certificates and Diplomas may be worked out by attendance on any Quarter or Quarters. The same credits may be made during the Winter Quarter as during the Spring or Summer. Since attendance during the Summer Quarter is very large, students who can attend only one Quarter are urged to do so during the Winter or Spring. With a smaller attendance on these Quarters a better classification can be made and more satisfactory work done.

### TEACHERS' LICENSE

For any Quarter the following courses may be taken and credits earned:

**REVIEW COURSES.** Students may take special and review courses in preparation for the State examination for teachers' license conducted at the State Normal School.

**ONE-YEAR LICENSE.** Graduates of first-class high schools, by doing satisfactory work in at least three prescribed courses, may earn a one-year elementary license, or have such license renewed.

**TWO-YEAR LICENSE.** Teachers holding a two-year license, either elementary or high school, may have such license renewed by attendance on any Quarter with satisfactory work in at least three courses.

**PERMANENT LICENSE.** Teachers holding first-grade license may have such license made permanent on attendance and satisfactory work during any Quarter.

**NORMAL SCHOOL CREDITS.** Credits on all Normal School Certificate and Diploma Courses may be worked out by attendance during any Quarter.

### COURSES OF STUDY

Courses of study have been prescribed for the State Normal Schools as follows: 1. Academic Course; 2. Certificate Courses; and 3. Diploma Course.

**1. Academic Course.** This course includes the work given in the Third and Fourth Years of first-class high schools. It also gives opportunity for reviews of public school subjects and includes courses in Agriculture, Manual Training, Cooking, Sewing, Modern Languages, Music and Drawing.

On the completion of the Academic Course the student is given a high-school certificate, and is admitted without condition, to the Certificate Course or to the Junior Year of the Diploma Course.

Chapter 130 of the Acts of 1917 provides that no person shall be admitted to the State Normal Schools who has not completed the work of the Second Year in the course outlined by the State Board of Education for the High Schools of Tennessee, except teachers 21 years of age or over, who may be permitted to attend as special students.

While students are advised to complete high-school work, whenever convenient for them to do so, before applying for admission to the Academic Course if they prefer to do the Third and Fourth Years of high-school course in the State Normal School, *provided they sign a pledge of intention to teach.*

**2. Certificate Course.** Two Certificate Courses are offered: the Primary, for the preparation of teachers for first, second, and third grade work; and the Grammar School, for training teachers for the higher grades of the elementary school.

For entrance to either course graduation from a first-class high school or from the Academic Course of the State Normal School is required, and for the completion of the course one year's work, or 60 credits, is prescribed.

The Certificate Course includes work in elementary Psychology, School Management and Observation, Public School Music, Drawing, Penmanship, Playground Methods and Observation, and Practice Teaching.

**3. Diploma Course.** For entrance to the Diploma Course graduation from a first-class high school, or from the Academic Course of the State Normal School, is required. For the completion of the Course nine terms' work, or 162 credits, is required. Of the credits required for graduation 80 are prescribed and 82 elective, the prescribed credits being distributed as follows: Education, 50; Science, 9; Sociology, 8; Public School Music, 6; English, 4; and Drawing, 3. The total number of credits offered in the elective courses for the three years, and from which the student may elect not fewer than 82 credits, are as follows: English, 38; Science, 40; History, 36; Mathematics, 34; Agriculture, 42;

Home Economics, 42; Manual Training, 8; Languages, 30; Public School Music, 37; and Public School Drawing, 18.

Students who complete a Certificate Course may be admitted to the Middle Year of the Diploma Course with conditions only in Junior elective courses.

### CERTIFICATES AND DIPLOMAS

**1. Certificate Courses.** Those who complete either the Primary or the Grammar School Certificate Course will be given a Normal Certificate which shall entitle them to a permanent first-class elementary teachers' license.

**2. Junior Year, Diploma Course.** Those who complete the Junior Year of the Diploma Course will be given a Normal School Certificate which shall entitle them to a two-year high school license good in any high school except four-year high schools.

**4. Senior Year, Diploma Course.** Those who complete the Senior Year of the Diploma Course will be given a Normal School Diploma which shall entitle them to a permanent first-class high-school teachers' license, good in the departments in which they majored.

### SPECIAL CERTIFICATES

Special Certificates in the departments of Agriculture, Manual Training, and Home Economics will be awarded to any graduate of the Diploma Course who completes all the courses offered in such departments. Special certificates in the departments of Vocal Music, Instrumental Music, Public School Music, Drawing, and Expression will be given to any graduate in the Certificate or Diploma Course who has completed the courses offered in such department.

Special Certificates will be given in Reading to all who have completed the Diploma Course, majoring in Literature, all class work in Reading offered, and three Quarters' private work, two lessons a week.

Special Certificates in Expression will be given to those who do three Quarters' work, private lessons.

### CREDITS IN THE UNIVERSITY OF TENNESSEE

The following statement from Dr. James D. Hoskins, Dean, shows the credit allowed in the University of Tennessee to graduates of the three-year course of the State Normal Schools:

"Graduates of the State Normal Schools who have completed the three years' course will be given credit for 99 term hours in the School of Education, College of Liberal Arts, of the University of Tennessee. If the Normal School credits include the absolute entrance and collegiate requirements of the University of Tennessee the Normal School graduate will be admitted to the Senior class of the University of Tennessee."



### **CREDITS IN THE PEABODY COLLEGE FOR TEACHERS**

The following statement from Doctor Shelton Phelps, Chairman of Entrance and Credits Committee, shows the credits allowed in the Peabody College to graduates of the three-year course of the Normal School:

"Graduates of the three-year course in the East Tennessee State Normal School who have done nine quarters of residence work in that institution, after having completed the fifteen units of work in an accredited high school, will be given equivalent standing in George Peabody College for Teachers. This means that such a graduate can expect to complete our Bachelor's degree in three Quarters of residence work."

### **INQUIRIES AND CORRESPONDENCE**

For information as to lodging in private homes, inquiries should be addressed to Prof. C. E. Rogers, Registrar; for information as to teachers or positions, to Prof. Frank Field, Chairman of Committee on Appointments; for information as to classification and credits, to Dean D. S. Burleson; for information as to reports, student records, etc., to Prof. C. E. Rogers, Registrar; and for the bulletins, or general information relating to the School, to President Sidney G. Gilbreath.

## FROM MINISTERS AND BUSINESS MEN OF JOHNSON CITY

**"The highest principles of training and morals."**

"I regard the East Tennessee State Normal School as one of the very highest agencies of education in the State and in the South, standing for the highest principles of training and morals. As a clergyman and citizen of Johnson City I am proud of the institution, and only wish I might have opportunity to serve you more than I have been able in the past seven years covering my acquaintance with the School. The influence of the State Normal School throughout the community is far-reaching, and it goes without saying that it is a good influence."

W. AMISON JONNARD,  
Rector Saint John's Episcopal Church.

**"Men and women of high purpose and sterling character."**

"Johnson City is one of the cleanest towns in the State. Its churches and Sunday schools are flourishing, and its average citizenship is high.

"I am acquainted with a number of the faculty of the Normal School, and it is my impression that they form a body of men and women of high purpose and sterling character. The moral requirements and the teaching of the Bible speak well of the institution. I would, without hesitation, recommend it to the young people of the State who desire to enter the noble profession of teaching."

EDGAR J. VANCE,  
Pastor Watauga Avenue Presbyterian Church.

**"A source of blessing and help to the churches."**

"It is a fixed policy of the President of the School to encourage both students and teachers to attend regularly the Sunday school and preaching service at our churches. The pastors of the churches are cordially welcomed to visit the students as members of their flocks, and there is also a fine opportunity for each pastor to speak to the whole body of students any morning that he can attend chapel exercises.

"As a result, there are the most cordial relations between the Normal School and the churches of the city. Most of the students, already professing Christians of high moral character, attend some church quite regularly. They are a source of blessing and help to the churches, and they themselves have good opportunity to develop in the spiritual life as well as get the best intellectual training for their work in life."

LEWIS M. ROPER,  
Pastor Central Baptist Church.

**"Relations at all times have been most pleasant and helpful."**

"As to relations between the State Normal School and the churches, Sunday schools, various organizations, young people's society, and as to the social, educational, and moral influence of the School, I cannot say too much.

"The relations between our church and the faculty and the entire student body have at all times been most pleasant and helpful in every way. So far as I have had opportunity to observe, and I have watched pretty closely, I have never seen any school with quite so perfect discipline, nor a student body on whose conduct while in the school, in the city, and in the church, the discipline given had finer effect."

W. F. PITTS,  
Pastor First M. E. Church.

**"Ready to co-operate in maintaining a high moral and religious standard."**

"During my residence in Johnson City my observation of the management of the East Tennessee State Normal School has amply borne the good reputation of that institution in a moral and religious way. I believe that all the officers and members of the faculty with whom I am acquainted are actively connected with some of the churches of the city, and I have always found them ready to co-operate in maintaining a high moral and religious standard in both the School and the community."

WILLIAM E. SWEENEY,  
Minister Christian Church.

**"No better school of the kind can be found."**

"I have had opportunity to observe the work of the East Tennessee State Normal School, and it is my opinion that no better school can be found. The student body is pervaded by the spirit of earnest endeavor which encourages the individual to his best effort. The course of instruction provides a study of the Bible, as well as other subjects necessary to the complete development required of teachers. The faculty is the strongest obtainable, and many of them are active in the work of our churches."

ROBERT B. PLATT, JR.,  
Pastor Munsey Memorial M. E. Church.

**"Of more importance than dollars is the influence of the School on our social, religious, and literary life."**

"It would be difficult for me to express the advantage, from a business standpoint, that the Normal School has been to Johnson City. The money spent for administration and maintenance, together with the personal expenditures of the student body, has meant a great deal to the merchants and business people of Johnson City. But of more importance than dollars and cents is the influence of the faculty of the School in the social, religious, and literary life of the town,—not only our community, but all of East Tennessee is benefited. You are doing much to build up the class of citizenship which is so essential in making the good town we are endeavoring to build.

"The Chamber of Commerce fully realizes and appreciates the fact that your School and its faculty are among Johnson City's and East Tennessee's greatest assets."

S. R. JENNINGS,  
President Chamber of Commerce.

**"Leaders in church and Sunday schools and in civil and social life."**

"It would be a difficult matter to properly appraise the value of the East Tennessee State Normal School to Johnson City, and to attempt to gauge the result of the contributions made by the faculty and instructors to the intellectual, moral, and religious life of the community."

"If we can imagine our city minus a dozen leaders in church and Sunday schools where their work is of the very highest order, our civil life without the stimulating influence of their trained minds and constructive advice, our social life with but little of its time and thought directed to the finer things of life, then it should be an easy matter to place the State Normal School on the scales and measure its real value to our city.

"It is fortunate that we are not able to imagine our community deprived of so much of its moral and intellectual base—it is far more fortunate that we are not called upon to anticipate such a catastrophe."

J. E. BRADING,  
Vice-President and Treasurer,  
Brading-Sells Lumber Company.

**"Advantages not to be estimated in dollars only, but in cultural imprint and moral and religious influence."**

"As a citizen of the community, interested in its religious, educational, civic and material growth and prosperity, I am greatly impressed with the worth and importance of your institution as one of our most valuable assets. Aside from the churches of a community, there is no other institution which brings the lasting benefits and the peculiar advantages that are offered by schools of learning. In a very special manner is this true of the East Tennessee State Normal School, located in our midst. Its advantages are not to be estimated in dollars and cents, merely, but in its cultural imprint upon, and in its strengthening influence to the moral, religious, and intellectual fibre of the community.

"It affords me pleasure, therefore, to offer a word of personal appreciation of your splendid institution, of its fine constructive educational policies, under your capable direction; of your efficient faculty, and of the fine student body which you gather about you from year to year."

LEE F. MILLER,  
Miller and DePew, Attorneys.

**"Social and moral worth in the community cannot be over estimated."**

"As an educational institution I do not think the Normal School has any equal, owing to the fact that it is preparing young men and women as teachers to go back into their respective communities and pass their knowledge on to others in a practical way.

"As a business asset to the city I regard it as one of the best we have, as it brings considerable money into our community without any effort on our part, and the more schools we have the better off we are from this standpoint.

"Its social and moral worth in the community cannot be over estimated, as it certainly sets a high standard, and it is untold good from this standpoint.

"I have always felt and have so stated a number of times that the business men of the community, as a whole, have never fully appreciated the East Tennessee State Normal School, nor have they taken time to estimate its value to the community, and I am glad to have this opportunity of expressing my views along this line."

L. H. SHUMATE,  
President, The Unaka and City National Bank.

**"Through the Normal School we are given an opportunity to take part in a great service."**

"Johnson City is proud of the fact that the East Tennessee State Normal School is located within its limits. It is a big business institution, attracting not only thousands of dollars to our city annually, but bringing to us also hundreds of young people, the State's best young men and young women, whose presence is felt in the social and religious atmosphere of our city."

"But in a larger sense, through the Normal School we are given an opportunity to take part in a great service to the people of this State. Rotary is based upon service, and I am sure Rotarians, as a club and as individuals, stand ready to assist wherever they can in the work the Normal is doing. Rotary is glad to welcome to the city incoming students, and to assist in every way possible in making their stay here pleasant and profitable, and if we can help in bringing to the attention of prospective students the advantages offered by the Normal School, we will consider it a privilege to do so."

E. J. WAGNER,  
President Rotary Club.

**"My estimate of the East Tennessee State Normal School is very high."**

"My estimate of the East Tennessee State Normal School is very high. It is not only a great asset to our community in a financial way, bringing a large amount of money to the city, but its worth to the community, both socially and morally, is of inestimable value. The president and his faithful corps of teachers stand in the forefront in every movement that looks to the upbuilding of the community and the betterment of its citizenship. I cannot speak too highly for your institution."

A. B. CROUCH,  
President The Tennessee National Bank.

**"It has fulfilled our greatest hopes."**

"To my knowledge the people of Johnson City and this community have never worked so harmoniously and strenuously together for any one thing as for securing the location of the East Tennessee State Normal School here. We have not been disappointed. It has fulfilled our greatest hopes."

"The school has been a blessing to many seekers of knowledge and instruction, and has fitted them to occupy higher social and business positions than they would have attained without this Normal School."

"In addition to the benefit as an educational institution and an aid in the moral and social development of the great big community it serves, I find the school and its faculty and pupils have added wonderfully to the increased business development of this section since its location here about ten years ago."

J. A. SUMMERS,  
President Summers Hardware Company.

**"The State Normal is one of our most valuable assets."**

"That the State Normal School, located in our city, is without doubt one of the most valuable assets to Johnson City and counties of East Tennessee, is extremely evident when considered from any one of the various viewpoints. Probably the most important contribution is the result of its prime function in the education and training of thousands of young people in preparing them to ably and efficiently take up the duties of the teaching profession, in which vocation their influence for the betterment of their various communities is immeasurable."

"Another extremely profitable and highly appreciated benefit to the local community, is the having in our midst the excellent and capable type of citizenship exhibited in the personnel of the faculty—all of whom are valuable acquisitions to our community—many of whom take a leading and important part in all of the varied phases of our social, religious and civic life. We are indeed fortunate to have associated with us this fine group of willing, helpful, and friendly teachers."

"Then, too, viewed from a commercial basis, the payroll of this institution means much to our city's business men, for students, faculty, and all connected with the school spend annually in our city probably over one hundred and fifty thousand dollars."

LESLIE R. DRIVER,  
President Kiwanis Club.



**FROM SUPERINTENDENTS AND PRINCIPALS****"Has done more for the teachers of my county than any other one thing."**

"I think the East Tennessee State Normal School means more to East Tennessee teachers than any other institution. It has done more for the teachers of my county than any one thing. It has given us more efficient teachers, and, consequently, better attendance and more interested pupils. It can be of still greater service by devising means of inducing all the teachers to attend."

MRS. RUTH W. O'DELL,  
Superintendent Cocke County.

**"Has rendered invaluable service in raising the standard in Hamilton County."**

"I am glad to state that the East Tennessee State Normal School has rendered invaluable service in raising the standard of efficiency in the schools of Hamilton County. The young teachers come to us professionally trained and full of enthusiasm and interest in their work. We regret that we have not been able to get more of them for work in our county."

JAS. A. ROBERTS,  
Superintendent Hamilton County.

**"Has awakened public opinion for better educational facilities."**

"The East Tennessee State Normal School has done much to awaken public opinion for better educational facilities for the children of the State. The wide-awake young men and women who attend return to their respective counties to disseminate higher ideals and enthusiasm for better schools. We know this by the examples in our own county. The communities that have been fortunate in securing teachers from the East Tennessee State Normal School in almost every instance are more interested in better schools."

W. H. MILLER,  
Superintendent Anderson County.

**"The greatest factor in the advancement of education in East Tennessee."**

"I think the East Tennessee State Normal School is the greatest factor in the advancement of the educational cause that we have in East Tennessee. It has done a great deal to help improve the public school system in Sullivan County. I hardly know how the Normal School could be of greater service, and if I could have all my teachers attend and complete the courses I believe that would be the greatest thing that could be done."

J. C. AKARD,  
Superintendent Sullivan County.

**"School Board appreciates the worth of the Normal School."**

"Eighty-six teachers are employed in the grammar schools of Polk County. Of this number thirty-six have attended the East Tennessee State Normal School. The fact that a large number of teachers who have attended the Normal School are employed in Polk County schools is evidence that our school board appreciates the worth of the Normal."

W. B. RUCKER,  
Superintendent Polk County.

**"Enthusiastic examples of Normal trained teachers contagious."**

"My appreciation of the contribution of the East Tennessee State Normal School to the school progress of Monroe County has grown constantly as my opportunities for observing the workings of the School have multiplied. A large part of the beneficent and wide-awake school spirit among both the teachers and the pupils has its fountain head at the Normal School, particularly that observable in the elementary schools. I believe that the efficiency of those teachers who have never attended the Normal School has been caught from the contagious and enthusiastic examples of Normal-trained teachers. Directly and indirectly the work of the high schools of the county has been benefited by the influences set going by the Normal School."

H. L. CALLAHAN,  
Superintendent Monroe County.



**"The Normal School has proved its worth."**

"If there ever has been an institution that has proved its worth beyond the shade of a doubt it is the East Tennessee State Normal School. Its influence cannot be over estimated. It has raised the standard of education in innumerable ways. Hundreds of high-school principals and teachers have gone through the Normal School, and thousands of teachers in the elementary schools have received at least some professional training. Thousands of children have been reached and benefited directly and indirectly. The benefits that my county has received from the Normal School have been so many and so great that I cannot estimate or enumerate them."

JAS. W. BALDWIN,  
Superintendent Clairborne County.

**"Phenomenal school progress attributed to Normal trained teachers."**

"The school progress of the past two decades has been phenomenal. This fine showing can be attributed to the generation of teachers that have been trained at the East Tennessee State Normal Schools. Thirty-six of the sixty-five teachers in Union County have attended the Normal School. They have more initiative than the untrained ones and their work is generally more satisfactory. They have awakened more popular interest in public school work.

"School officials throughout East Tennessee should arrive at the conclusion that the Normal is THE teacher-training school for our section of the State, and should give preference to such teachers as have attended that school."

W. H. THOMAS,  
Superintendent Union County.

**"Supervising teachers trained in the State Normal School."**

"I want to commend, most highly, the splendid work being done by the East Tennessee State Normal School. Perhaps no one is in a position to appreciate the value of Normal training for teachers more fully than we superintendents who must observe daily the work of both the trained and untrained teachers. Your Committee on Appointments rendered us a very definite assistance this year in recommending two highly efficient young ladies as supervisor teachers. Their services have contributed much to the success of our public schools this year."

E. R. LINGERFELT,  
Superintendent McMinn County.

**"From the Normal School we secure our most active and most efficient teachers."**

"So much change has been wrought in the public schools of Hamblen County through the influence of the East Tennessee State Normal School that it is impossible for me estimate the great value of that institution. A large part of the progress that has been made in our public-school system has been due to the Normal School. From that institution we secure our most active and most efficient teachers."

J. D. SELF,  
Superintendent Hamblen County

**"The Normal School is centering the mind of the people on the public schools."**

"The East Tennessee State Normal School is accomplishing one of the main purposes that a school of this type could accomplish; that is, it is centering the minds of the people on the public schools, their needs, and the ways and means of making them of the greatest possible service to the people. It is noticeable that the teachers coming from the State Normal School invariably bring added enthusiasm for the work, and always exhibit professional superiority and the desire to cultivate the minds of children and give them a healthy growth rather than expand them with unlimited and useless material. More of the real worth of the East Tennessee State Normal School can be seen in our public schools this year than ever before."

J. H. MISER,  
Superintendent Blount County.

**"Normal students have better methods, are professionally-minded, are sympathetic, and loyal."**

"My observation of the teachers and their work during the past few months has raised my esteem of the Normal School. Normal students invariably have better methods and put them into practical use. They are more professionally-minded. They are very sympathetic with me in all my work of organization, and co-operate with me loyally. But the most outstanding point of difference between the Normal student and those who have attended other schools is the positive superiority of Normal students as disciplinarians. I believe the East Tennessee State Normal School is the best teacher-training institution in the State, and deserves the strongest and heartiest support that we can possibly give it."

EDGAR H. SMITH,  
Superintendent Campbell County.

**"Has proved a great factor in the educational development of Carter County."**

"Since the East Tennessee State Normal School has been established it has proved a great factor in the educational development of Carter County. The president and members of the faculty have rendered valuable service to the schools by their readiness to respond to every call for assistance made by the board of education and county superintendent. Educational meetings have been held in almost every community in the county. Our teaching force has been greatly strengthened by the efficient training teachers have received in the Normal School. More than ninety per cent of the teachers now employed have been students in the Normal School."

J. R. RITCHIE,  
Superintendent Carter County.

**"Normal School graduates plan their work to better advantage."**

"In observing the work done by the teachers in the rural schools of the county, I find that those who have had training in the East Tennessee State Normal School are better prepared to give instruction and plan their work to better advantage than those who have not had such training."

J. C. BERRY,  
Superintendent Washington County.

**"County Board of Education pays Normal-trained teachers the highest salaries."**

"I consider the work of our East Tennessee State Normal School to be of the very best type. It has been of the greatest service to the school progress of Grainger County in many ways. Normal-trained teachers are our best teachers. Therefore, our county board of education pays them the best salaries. We look to the Normal School to supply us with professionally-trained teachers for all our schools in the near future."

H. G. FARMER,  
Superintendent Grainger County.

**"Normal graduates always succeed."**

"A number of our teachers have attended the East Tennessee State Normal School, and in no instance has a single one of these teachers failed to make good."

WALTER WHITE,  
Superintendent Rhea County.

**"The students of the Normal School always do better work and find more joy in their tasks."**

"We have many graduates of the East Tennessee State Normal School teaching in the schools of Greene County, and in nine cases out ten they are successful. We have a larger number who have had limited training in the Normal School, and they always do much better work, find more joy in their tasks, and make far greater success in every way after having come under the influence of this great school. I cannot commend the brave and persevering efforts of the Normal School too highly. I am pleased to congratulate it on its success. With its large building program and more efficient feeders in the shape of improved grammar and high schools, developed largely through its efforts, I, as one who has always tried to be loyal to it, am proud to share the hope of the glorious future that awaits it."

JOEL N. PIERCE,  
Superintendent Greene County.

**"Has awakened a fine school spirit."**

"The East Tennessee State Normal School is in every way fulfilling its purpose. It has done a great work in the matter of increasing the efficiency of our teachers. We have but few teachers in Hawkins County who have not had some training, at least, in this School.

"I feel confident that the Normal School, through its faculty and student body, has awakened the fine school spirit now being manifested by the people of East Tennessee. I am proud that such an institution of learning is located where our teachers can have the benefit of its advantages."

C. H. RICHARDSON,  
Superintendent Hawkins County.

**"The greatest factor in the preparation of teachers for their work."**

"Beyond the question of a doubt, a state normal school is the greatest factor in the preparation of teachers for their work in the counties to which they go. What efficiency our schools in Sweetwater may have is due to the training of the teachers in the normal schools of the State. These schools teach loyalty, faithfulness, and sincerity; they inculcate the methods of discipline and of arousing a desire in the pupil for acquiring accurate knowledge."

R. M. IVINS,  
Superintendent Sweetwater City Schools.

**"The Normal School has made a distinct contribution to the progress of our city schools."**

"I regard the work of the East Tennessee State Normal School as being most excellent, judging from the visits I have made to the School, as well as from the teachers we have who are graduates of the State Normal School.

"I feel that this school has made a distinct contribution to the progress of our city schools by furnishing us with teachers equipped with better methods than the ordinary teachers who has not had such training.

"I feel sure that the East Tennessee State Normal School is worthy of the commendation of those who employ its teachers, and those who wish to attend such schools. Its work will immensely benefit those who are expecting to enter the profession, and I heartily recommend it to all such young people."

W. E. MILLER,  
Superintendent Knoxville City Schools.

**"Normal School graduates are contributing a vital element to progressive things."**

"I think that we are just beginning to see the scope of the work you are doing. It seems to me that so much training had to be instilled into our teachers in such a short time that the worth of it is just dawning on the teachers themselves, and they are just coming into a realization of the power which you have given them. Coming, in many instances, from rural homes, small high schools with meager equipment and teachers of the pre-professional days, teachers of today have passed through your hands into a rapidly evolving school system in which they are just beginning to adjust themselves and in which they are just beginning to make themselves felt.

"As I run over in my mind the teachers of our own school system who have been trained in your institution, I am forcibly reminded that they are contributing a vital element to the progressive things which we are trying to do. One teacher alone who is serving her first year with us has filled a gap in our Junior High School work which we have never been able to fill before. As I think of the different subjects as taught in the Elementary Schools, teachers suggest themselves because of the success which they have in teaching these subjects; and in this review you would be proud to know how well your folks stand by comparison. Only one of your teachers is doing executive duties in our schools, but this position is well filled."

R. B. RUBINS,  
Superintendent Bristol City Schools.

**"Normal School training has helped our teachers more than any other thing."**

"In my opinion the East Tennessee State Normal School is doing a type of work that is the equal of any institution in the State of Tennessee. Our faculty consists of twenty-four teachers with some Normal training, ranging from four months to three years. Nineteen of the twenty-four are East Tennessee State Normal School students. Their training in the Normal School has helped more than any other thing."

N. A. STEADMAN,  
Superintendent Rockwood City Schools.



**"Teachers from the Normal School are well grounded in fundamentals."**

"From what I know of the work of the East Tennessee State Normal School I consider that you are doing a very fine type of Normal School work. I find that the teachers you send us, as a rule, are well grounded in fundamentals, and their professional training is of a very high order."

"It will be hard to estimate the contribution that the East Tennessee State Normal School has made to the school progress in the city of Chattanooga. The graduates of the East Tennessee State Normal School have made good in almost every instance, and they are among the best teachers in our system. We are always glad to take into our system the graduates of your school."

JOHN S. ZIEGLER,  
Superintendent Chattanooga City Schools.

**"Normal-trained teachers are among our very best community workers."**

"The East Tennessee State Normal School has contributed much to the progress of our schools by supplying us with those teachers who have had that special training which every teacher should have to make a success. I find that we have pupils better prepared to enter the high school who are taught by the special trained teacher. We have eight teachers who have had training in the East Tennessee State Normal School teaching in the Newport schools this year. I find these teachers are among our very best teachers, not only in the class-room but in the community work as well."

A. E. SHERROD,  
Superintendent Newport City Schools.

**"Needs to emphasize its extension work more."**

"As county superintendent of Anderson County for eight and a half years, I was always glad to have the graduates of the East Tennessee State Normal School among my teaching force. They always undertake their work with more pride, a more intelligent conception of their duties, and a greater ambition to make a success."

"I am now serving my third year as superintendent of the Greeneville city schools. I am pleased to note that the influence of the Normal School is more marked in Greeneville and Greene County than in any city or county where it has been my privilege to observe educational progress. I think it is the influence of the Normal School and the vision of the county superintendent of Greene County, who himself is a product of the Normal School, that has made Greene County one of the leading educational counties in the State."

"I think the Normal School needs to emphasize its extension work more, and with the big program it is formulating, I am sure that the departments of correspondence study and extension work will come in for their proper share."

A. C. DUGGINS,  
Superintendent Greeneville City Schools.

**"Members of the Normal School faculty give inspiration and hope to teachers and communities."**

"The East Tennessee State Normal School is doing more and contributing more than any other school in East Tennessee toward the real progress of our rural-school system. In it our rural teachers find opportunity for training especially suited to their needs, and from it they carry into their several communities the progressive ideas and plans, thereby, through their school, a more progressive community interest is enhanced. Members of the faculty of the Normal School are meeting the people of the rural communities, and in this manner bring inspiration and hope not only to the teacher but to the people of the entire school of that community."

W. A. BRICKEY,  
Superintendent Spring City Public Schools.

**"The Normal School is performing a service that could not be performed by any other institution in the State."**

"I believe that the East Tennessee State Normal School is performing a service for the cause of education that could not be performed by any other agency or institution in the State by training young men and young women in the art of teaching, giving to its students a fund of knowledge which colleges and universities cannot give."

"The Normal School can be of still greater service by insisting upon every high school graduate to take a course in the Normal School before asking for a position as teacher. I mean by this that the Normal School should carry on a more thorough campaign for the cause of professional training of teachers."

CURTIS G. GENTRY,  
Superintendent Clinton City Schools.

**"The faculty composed of real school men and women."**

"Since the establishment of the East Tennessee State Normal School at Johnson City it has been both my good fortune and pleasure to know intimately its faculty and president. The faculty of this institution is composed of real school men and women, all of whom are experts in their special fields. The splendid work of this institution is reflected in the large number of its graduates annually.

"At present eighteen teachers of our city school system have either graduated from the East Tennessee State Normal or have been in attendance upon this institution. The work of these teachers bespeaks much for the training received at the State Normal School."

S. W. GENTRY,  
Superintendent Kingsport City Schools.

**"Has raised the standard of public education throughout the State."**

"The East Tennessee State Normal School has, in my estimation, raised the standard of education throughout the State. It adheres strictly to its one aim: 'The education and training of teachers.' Its contribution in this work cannot be over estimated. It has done for many communities what the older colleges have failed to do."

D. M. LAWS,  
Superintendent Erwin City Schools.

**"Results are better both as to quality and quantity."**

"As you are aware, many of the teachers in Morristown are not Normal graduates, but they have had a wide experience, and most of them are composed of that class which we call 'natural born' teachers. Therefore, they rank high. But of those who come to us without previous experience in teaching, it is an easy matter to select the ones who have had Normal training and those who have not had the benefit of such training. The Normal-trained teacher is a time saver in the class room; she always has a program planned and a method outlined for presentation; she is more resourceful, and therefore at ease; she has confidence and freedom; her pupils are thorough and as a rule, have more initiative. In short, the results are better both as to quality and quantity."

C. C. SHERROD,  
Superintendent Morristown City Schools.

**"Has not only trained teachers, but has given ideals and inspiration."**

"The history of the East Tennessee State Normal School is comparatively short, but its achievements are many and most remarkable in helpful results. Its transforming influence has touched almost every public school in East Tennessee. From its walls have gone not only efficient teachers but also ideals and inspirations whose value the present cannot properly estimate. Its teachers are the leaders in our educational progress. We should fill its class-rooms with students, encourage its teachers, co-operate with all its best efforts, and give to it ample financial support."

SAM E. HILL,  
Principal Hancock County High School.

**"The State Normal School is by far the best institution for teachers to attend."**

"I consider the East Tennessee State Normal School one of the leading institutions in this part of the State. First, because of the high ideals maintained and taught in every branch of work. Second, because of the large number of pupils taught and the influence these pupils have upon the communities in which they work. The East Tennessee State Normal School is by far the best institution to attend by anyone wishing to teach."

J. H. PIERCE,  
Principal Johnson County High School.



## FROM GRADUATES AND STUDENTS

**"Have gained more from my investment in the Normal School than I put into it."**

"The investments I made in the Normal School were as follows: Five hundred dollars cash, twenty-four months' time, a very ordinary brain, and some energy. It is said that we get out of anything just what we put into it, but I have already reaped from my Normal course far more than I put into it. In fact, it would be impossible for me to estimate all the returns from this investment, so I shall discuss only a few of the outstanding ones.

"Since my graduation in 1914 I have earned about eight thousand dollars; and have held very pleasant as well as profitable positions. I was in Washington two years of the most interesting period of our Capital's history, and I knew twelve other Normal students who worked in the same building. I had been in the War Risk Bureau only a few months when I was put in charge of a section with 44 per cent increase in salary because of my ability to instruct clerks, which, of course, was a direct result of my Normal training."

"When entering the Normal School I was very timid and backward, but while there I learned to be what is termed a 'good mixer,' and have even been a leader on several occasions. Conducting chapel exercises or any movement for the good of the school or the community, instead of being a dread, is a pleasure, and it is along these lines that I have accomplished much good. I am sure that the Stony Point Community Exhibit would not have taken first prize in the County and third prize in East Tennessee, had it not been for the valuable training I received in the East Tennessee State Normal School, by means of which I learned so many methods of developing community spirit, and was saturated with enthusiasm, and determination.

"One of the most valuable things gained in this School which is so dear to me is the friendship of the various members of the faculty, and the excellent influence and individual help received from each member. Then, too, the numerous and true friends that I have made elsewhere are a direct result of this investment, because it was at the East Tennessee State Normal School that I learned how to be a friend."

HENRIETTA AYRE,  
C '12, D '14.

**"I have visited the State Normal School each year since my graduation."**

"The work of the East Tennessee State Normal School has been carried on since its beginning with really marvelous success. As a student I felt its touch for a number of summer terms, and have realized its worth in my teaching in no small way. It is with a peculiar pride that I have visited the State Normal School each year since my graduation, for the advantage of meeting personally a faculty of men and women of unusual ability. One must receive spiritual and educational benefits by coming under the influence of an institution so ably directed."

FRANK H. CAREY,  
C '17.

**"The Normal School gave me new inspiration."**

"The training that I received while in the East Tennessee State Normal School has brought to me experience I could not have enjoyed, had I not had such training. My knowledge of subject-matter has been broadened, school management has been made easier, and my ability as an organizer, both in school and in the community, has been made stronger. The Normal School gave me new inspiration. I feel that I could not have spent my time and money in a more beneficial way. The association with the many students and the teachers of the School is too valuable to be estimated in dollars and cents, though my salary has been more than doubled since I finished the Normal course."

W. A. HIXSON,  
D '18.

**"The Normal work with me is a bed-rock for success."**

"The training received in the State Normal School placed me in a position to earn promotion in science work in city and county high schools. My work in the department of education and administration was the beginning of a new and larger vision. The work I began there has been added to in other institutions and made practical. At the present time, largely as a result of the training I received in the State Normal School, I am enjoying good work with an appreciative community. The Normal work with me is a bed-rock of success."

W. F. FERGUSON.

**"Students at the Normal School get the real teacher-spirit."**

"The East Tennessee State Normal School exists expressly for the education and training of public-school teachers. Having spent eight terms there, I can speak as one knowing what it has done and is doing for the educational interests of the State. At this School, and I like to call it a SCHOOL, teachers are given a new vision of school work. They are inspired with new ideals and methods of teaching, and are fired with enthusiasm. They get the real teacher-spirit, and carry it with them to the remotest parts of this section, there to lift boys and girls into a new life of greater usefulness. The faculty of the Normal School is unsurpassed for thoroughness, both in scholarship and in professional training. Its members are sociable and sincere. They make you feel that you are among those who want to help you.

"The time is quickly coming when every school teacher in East Tennessee will be a Normal graduate. The tax payers and school officials are growing to the idea that only trained teachers should be engaged to teach our future citizens, and in the Normal School real teachers are developed."

JUDD ACUFF,  
C '14, D '16.

**"The idea that teaching is a real profession is made a part of you in the Normal School."**

"It is always with great esteem that I think of the Normal School, its faculty, courses of study, and the ideals for which it stands.

"In the Normal the idea that teaching is a real profession dealing with people, is made a part of you. When teaching high-school girls to be efficient and interested helpers about the home, you are always glad you got your training through the Normal's Home Economics department, where 'The mission of making the whole world home-like is made an art.'"

EDITH BASKETTE,  
C '16, MC '21.

**"Opportunity to take definite steps toward self improvement."**

"I regard the training course offered at the East Tennessee State Normal School of great benefit to the teacher. It affords an opportunity for the student to take definite steps toward self improvement.

"It gives a careful review of the studies taught in the public schools from the standpoint of teaching them to others. From its able instructors one receives a high estimate of the importance and responsibility of the teacher's work and an enthusiasm for it."

KATIE M. BEAN,  
C '17.

**"The training received at the Normal School has been invaluable."**

"It is not too much to say that I consider the training received at the State Normal School as invaluable. All necessary equipment for teaching in the different grades is at hand, which makes work interesting. The strong faculty sends out students more capable, and gives to the graduates not only the ability but the desire to give proper education and training to others."

ADA E. FERGUSON,  
C '12.

**"The personal interest in the pupil means much."**

"No school can ever take the place in my heart that the East Tennessee State Normal School now holds. There I spent three happy and profitable years. In my experience since, as principal and teacher, I find that the help given me was very practical. The personal interest in the pupil means much. The students in the Normal School are made to feel that there is no greater work than teaching, and they are given an interest that makes their work a real joy."

MABEL DOGGETT,  
C '16.

**"The Normal School gave me a better vision."**

"After spending one year in the East Tennessee State Normal School, I find by actual experience, both as a teacher and as a principal of high schools, that the Normal School rendered me great service in methods of instruction, not only ideas of the best methods of presenting the text-book, but a better vision of school and community organizations—school sanitation, equipment and care of building, beautifying the grounds, and organization of patrons."

A. E. SHERROD,  
D '14.

**"There has not been one day that I have failed to use what I gained in the Normal School."**

"It is impossible for me to estimate the value to me of the three years spent in the East Tennessee State Normal School. As I think back over my teaching career, from my first term in a one-room school house on upper Cosby to the present time in Central High School, I find there has not been one day that I have failed to use some knowledge gained in the Normal School. How could I ever have taught the primary tots without the help of my course in primary methods? What would I ever have done with my grammar grades without the help of my lesson plans learned in the grammar school methods? My lessons in public speaking have many times repaid me for the time and energy consumed. I shall always be a loyal booster for the dear old Normal School."

MARY ROWE RUBLE,  
C '13, D '17.

**"The greatest service was the course in observation and practice teaching."**

"In all my courses at the State Normal School I learned many things that have helped me in my teaching; but, in my estimation, the greatest service was from the observation and practice teaching. I entered into my first year's teaching with more confidence than I could have done if I had not had the experience at the Normal School. Every day I use suggestions that I received while there. I always have a good word to say for the Normal School."

ELIZABETH JOHNSTON,  
C '20.

**"I would not attempt teaching without the training I received in the Normal School."**

"I am just beginning to realize how much the work of the Normal School means to me. I could not and would not attempt teaching without having had the training I received in the Normal School. The Normal School laid the foundation for teaching success, whether I make a success of teaching or not. The memories of the Normal School's wonderful faculty and their noble characters mean more now than any one can imagine as an inspiration and as ideals."

OLLIE GREENE,  
C '18, D '21.

**"I consider the observation school an excellent factor in the training of young teachers."**

"Having been a student in the East Tennessee State Normal School I am in a position to say that the work done there is of inestimable value. I have found the highest degree of interest manifested in rural-school work, and certainly the rural teacher will be greatly benefited by looking to the East Tennessee State Normal School for help in solving rural-school problems."

"I consider the observation school an excellent factor in the training of young teachers, giving both instruction and actual practice in teaching. The ever-present wide-awake interest in all school work which was kept before me constantly has been an inspiration and incentive to me."

GERTRUDE A. FORD,  
D '19.

**"I would not undertake to teach without the training I received in the State Normal School."**

"I consider the work I had in primary methods the most helpful. I have found so many of the lesson plans worked out there so very useful. I feel that I am succeeding in my work, and I know that all the credit is due my efficient and capable teachers at the East Tennessee State Normal School."

ANNIE LAURIE LARUE.

**"The courses in psychology, public school music, and observation and practice teaching are most useful."**

"I can honestly say that I enjoyed every subject that I had, and only wish that I had gone there sooner. I think the courses that have been most helpful to me in my teaching were those in psychology, public school music, and observation and practice teaching."

GLADYS FUDGE,  
D '17.

**"Whatever good I have been able to do as a teacher I owe to the State Normal."**

"I feel that my work in the East Tennessee State Normal School has been of great benefit to me, and whatever good I have been able to do as a teacher I owe to my work there. I use my influence with all young teachers to persuade them to go to the Normal School before beginning their work."

CORA HOLDWAY,  
C '14, D '20.

**"My success has been due to the training received in the State Normal School."**

"The department of education renders unlimited assistance to teachers. Without a knowledge of physiology, of principles of teaching, the observation and application of those principles, a study of class-room management, making of lesson plans, etc., one cannot be successful. Then I learned of the dignity of the teaching profession, the value of the spirit of co-operation, and of fraternal fellowship. My work there gave me self-confidence, initiative and interest in my work. The Normal School also helps its graduates to get desirable positions."

"I feel very grateful to the Normal School, because my success has been due to the excellent training received there."

LUCY EMBREY,  
C '15, D '17.

**"The Normal School takes special interest in each student that attends its sessions."**

"I realize that the normal schools are doing a definite, distinct work that is not and could not be done by any other school in the State. The teaching profession could not now do without these schools any more than the medical profession could do without its special schools. These schools are educating and training hundreds of teachers each year."

"The East Tennessee State Normal faculty has done more to raise the standard of the teaching profession than any other one factor in this section of the State. The Normal School takes special interest in each student that attends its sessions, and helps them in every way possible."

W. M. CONDRY,  
D '12, D '21.

**"My Normal training has helped me in securing a good position."**

"My Normal training has helped me in securing a good position in my chosen line of work. I do not hesitate to advise boys and girls with whom I come in contact to go to a school that has such a fine faculty and with such well-planned courses of study. Every day in my teaching experience there arises some question to which I can apply what I learned while a student in the State Normal School."

NAOMI BENNETT,  
D '20, HE '20.









C  
T25eH.  
1921/22

UNIVERSITY OF ILLINOIS LIBRARY

OCT 9 1922

# Bulletin

## East Tennessee

### State Normal School

Vol. XII

JULY, 1922

No. 1

#### CONTENTS

Educational Directory.....	3
Faculty and Officers.....	8
History and General Information.....	14
Terms of Admission.....	15
Expenses .....	19
Miscellaneous Information .....	23
Courses of Study .....	31
Certificates and Diplomas .....	38

#### PUBLISHED BI-MONTHLY

At Johnson City, Tennessee

By the East Tennessee State Normal School

By Authority of the State Board of Education

Entered December 18, 1915, at the Post Office at Johnson City, Tenn., as Second Class Mail Matter under Act of Congress of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, Act of October 3, 1917, authorized August 27, 1918.



# **BULLETIN**

## **EAST TENNESSEE STATE NORMAL SCHOOL**

**A STATE SCHOOL FOR THE EDUCATION  
AND TRAINING OF TEACHERS**

---

**CATALOG FOR 1921-22  
ANNOUNCEMENTS FOR 1922-23**

---

Published by Authority of the  
**STATE BOARD OF EDUCATION**  
**JULY, 1922**

## CALENDAR FOR 1922-1923

---

### FALL QUARTER

1922—

September 18 and 19-----Registration and Classification of Students  
September 19-----Observation and Practice School Opens  
September 20-----Class Work Begins  
December 25-----Fall Term Ends

### WINTER QUARTER

1923—

January 1 and 2-----Registration and Classification of Students  
January 3-----Class Work Begins  
March 10-----Winter Term Ends

### SPRING QUARTER

March 12 and 13-----Registration and Classification of Students  
March 14-----Class Work Begins  
June 1-----Spring Term Ends

### SUMMER QUARTER

June 4 and 5-----Registration and Classification of Students  
June 6-----Class Work Begins  
August 11-----Summer Term Ends

Students should register and be classified on the opening day of the quarter.



## STATE BOARD OF EDUCATION

## FOR EAST TENNESSEE:

C. L. Marshall.....Johnson City  
Chas. E. Keyes.....Crossville  
John S. Ziegler.....Chattanooga

## FOR MIDDLE TENNESSEE:

Perry L. Harned.....Clarksville  
L. A. Ligon.....Carthage  
J. F. Fowlkes.....Waverly

## FOR WEST TENNESSEE:

Mrs. C. B. Allen.....Memphis  
F. R. Ogilvie.....Brownsville  
C. B. Ijams.....Jackson

## EX OFFICIO:

Governor A. A. Taylor.....Nashville

## OFFICERS:

Honorable Perry L. Harned.....Chairman  
Superintendent J. B. Brown, ex officio.....Secretary

## COUNTY SUPERINTENDENTS IN EAST TENNESSEE

County	Name	Post Office
Anderson	W. H. Miller	Clinton
Bledsoe	Samuel Hixson	Pikeville
Blount	J. H. Miser	Maryville
Bradley	E. J. Frazier	Cleveland
Campbell	Edgar Smith	Jacksboro
Carter	J. R. Ritchie	Elizabethton
Claiborne	J. W. Baldwin	Tazewell
Cocke	Ruth W. O'Dell	Newport
Cumberland	J. S. Cline	Crossville
Grainger	H. G. Farmer	Rutledge
Greene	Joel N. Pierce	Greeneville
Hamblen	J. D. Self	Morristown
Hamilton	J. A. Roberts	Chattanooga
Hancock	L. J. Catron	Sneedville
Hawkins	C. H. Richardson	Rogersville
Jefferson	Roy R. Bales	Dandridge
Johnson	R. P. Donnelly	Mountain City
Knox	W. L. Stooksbury	Knoxville
Loudon	John T. Henderson	Loudon
McMinn	E. R. Lingerfelt	Athens
Marion	D. A. Tate	Jasper
Meigs	J. H. Bennett	Decatur
Monroe	H. L. Callahan	Madisonville
Morgan	A. B. Peters	Wartburg
Polk	W. B. Rucker	Copperhill
Rhea	Walter White	Dayton
Roane	J. F. Brittain	Kingston
Scott	W. J. Jeffers	Huntsville
Sequatchie	W. V. Freiley	Dunlap
Sevier	R. L. Ogle	Sevierville
Sullivan	J. C. Akard	Blountville
Unicoi	R. W. H. Gilbert	Erwin
Union	W. H. Thomas	Maynardville
Washington	J. C. Berry	Jonesboro

## CITY SUPERINTENDENTS IN EAST TENNESSEE

1921-22

Athens .....	J. C. Ridenour
Bristol .....	R. B. Rubins
Morristown .....	J. S. Ziegler
Cleveland .....	R. T. Allen
Clinton .....	Curtis Gentry
Copperhill .....	W. B. Rucker
Crossville .....	Fred Hamby
Dayton .....	W. C. Hixson
Elizabethton .....	A. W. Carmack
Erwin .....	D. M. Laws
Greeneville .....	A. C. Duggins
Harriman .....	P. D. Neilson
Jellico .....	L. A. Sharpe
Jefferson City .....	W. J. Bible
Johnson City .....	D. R. Haworth
Jonesboro .....	Ralph Wyber
Kingsport .....	S. W. Gentry
Kingston .....	J. F. Iddins
Knoxville .....	W. E. Miller
LaFollette .....	Pat W. Kerr
Lenoir City .....	J. H. Jarvis
Loudon .....	D. T. Rogers
Madisonville .....	T. R. McMurray
Maryville .....	C. D. Curtis
Chattanooga .....	C. C. Sherrod
Mountain City .....	J. H. Pierce
Newport .....	A. E. Sherrod
Pikeville .....	Samuel Hixson
Rockwood .....	N. A. Steadman
Rogersville .....	Chas. A. Wilson
Spring City .....	W. A. Brickey
Sweetwater .....	R. M. Ivins
Tellico Plains .....	Roy Anderson

## FIRST-CLASS HIGH SCHOOLS

1921-22

The following list includes the names of county high schools in East Tennessee that have been approved as first-class by Honorable B. O. Duggan, State High School Inspector, as shown in his report of June, 1921.

County—	Name of School—	Name of Principal
Anderson	Clinton H. S.	Curtis G. Gentry
Blount	Maryville H. S.	C. D. Curtis
Bradley	Central H. S.	W. B. Parks
Bradley	Charleston H. S.	Roscoe Varnell
Campbell	Jacksboro H. S.	Judd Acuff
Campbell	Jellico H. S.	L. A. Sharpe
Campbell	LaFollette H. S.	Pat W. Kerr
Carter	Elizabethton H. S.	A. W. Carmack
Claiborne	Claiborne County H. S.	J. F. Poteet
Cocke	Cocke County H. S.	A. E. Sherrod
Cumberland	Cumberland County H. S.	John L. Rose
Greene	Greeneville H. S.	A. C. Duggins
Greene	Warrensburg H. S.	H. H. Hayhow
Greene	Chuckey H. S.	B. H. Bowers
Greene	Baileyton H. S.	Wm. Laxton
Greene	Mosheim H. S.	A. H. Willoughby
Hamblen	Morristown H. S.	C. C. Sherrod
Hamilton	Central H. S.	S. E. Nelson
Hamilton	Sale Creek H. S.	W. J. Smith
Hamilton	Soddy H. S.	S. Q. Tallent
Hamilton	Tyner H. S.	J. D. Bales
Hamilton	Daisy H. S.	S. T. Gass
Hamilton	Hixson H. S.	J. T. Jones
Hamilton	Ooltewah H. S.	C. J. Daub
Hancock	Hancock County H. S.	Sam E. Hill
Hawkins	Rogersville H. S.	Chas. A. Wilson
Hawkins	Bulls Gap H. S.	J. C. Self
Hawkins	Church Hill H. S.	J. C. Graham
Hawkins	Mooresburg H. S.	Samuel Thompson
Jefferson	Maury H. S.	P. C. Williams
Johnson	Johnson County H. S.	J. H. Pierce
Knox	Central H. S.	Hassie Gresham
Knox	Karns H. S.	W. W. Morris
Knox	Young H. S.	S. A. Duff
Knox	Farragut H. S.	J. M. Colston
Knox	Gibbs H. S.	H. G. Loy
Knox	Carter H. S.	J. A. Herron
Knox	Powell H. S.	G. W. Morten



Loudon	Lenoir City H. S.	J. H. Jarvis	Lenoir City
Loudon	Loudon County H. S.	D. T. Rogers	Loudon
McMinn	McMinn County H. S.	W. D. Hammontree	Athens
McMinn	Etowah H. S.	Wm. H. Clarke	Etowah
Marion	Marion County H. S.	J. J. Huggins	Jasper
Meigs	Meigs County H. S.	R. W. Cannon	Decatur
Monroe	Sweetwater H. S.	R. M. Ivins	Sweetwater
Monroe	Monroe County H. S.	T. R. McMurray	Madisonville
Monroe	Tellico Plains H. S.	Roy Anderson	Tellico Plains
Polk	Polk County H. S.	J. L. Brewer	Benton
Polk	Copperhill H. S.	W. B. Rucker	Copperhill
Polk	Ducktown H. S.	W. H. Patton	Ducktown
Rhea	Central H. S.	W. F. Ferguson	Dayton
Rhea	Spring City H. S.	W. A. Brickey	Spring City
Roane	Wheat H. S.	A. H. Webster	Wheat
Roane	Kingston H. S.	J. F. Iddins	Kingston
Roane	Harriman H. S.	P. D. Neilson	Harriman
Roane	Rockwood H. S.	N. A. Steadman	Rockwood
Scott	Huntsville H. S.	C. W. Wright	Huntsville
Sullivan	Kingsport H. S.	S. W. Gentry	Kingsport
Sullivan	Bluff City H. S.	F. M. Buchanan	Bluff City
Sullivan	Holston Institute	Mrs. Munsey Mears	Blountville
Unicoi	Unicoi County H. S.	T. R. Eutsler	Erwin
Washington	Washington College H. S.	Adams Phillips	Washington College
Washington	Sulphur Springs H. S.	R. H. Burkhart	Jonesboro R. 9

## FACULTY AND OFFICERS

1922-23

**SIDNEY GORDON GILBREATH**-----**President**

B. S., Hiwassee College, 1890; Superintendent of Schools, Monroe County, 1891-5; State Superintendent Public Instruction, 1895-7; President Hiwassee College, 1897-9; Member State Board of Education, 1895-9; Professor in Peabody College for Teachers, 1899-1903; Superintendent City Public Schools, Chattanooga, 1903-10; President State Teachers' Association, 1898; President Public School Officers' Association, 1910; President Southern Conference for Education and Industry, 1916-17; present position since 1910.

**DAVID SINCLAIR BURLESON**-----**Dean. Reading and Literature**

B. A., Milligan College, 1891; M. A., Milligan College, 1898; M. A. Certificate in Latin and Greek, University of Virginia, 1898; Student Harvard University, summers 1901 and 1902; Graduate Student, University of Chicago, 1911; Principal Preparatory Department, Milligan College, 1891-3; Professor of Mathematics, Tazewell (Va.) College, 1893; Principal Newcastle (Va.) Institute, 1893-4; Principal Language Department, Florence (Ala.) State Normal College, 1898-1911; Secretary East Tennessee Educational Association, 1916-22; author Practical English Grammar, 1919; present position since 1911.

**CHRISTIAN EDLY ROGERS**-----**Registrar. Mathematics**

L. I., Peabody College, 1902; B. A., University of Chattanooga, 1905; LL. B., Chattanooga School of Law, 1907; M. A., Columbia University, 1915; Diploma in Mathematics, Teachers College, 1915; Special Student of Mathematics, Summer School of the South, 1907-8-9; Teacher of Mathematics, Central High School, Chattanooga, 1907-11; present position since 1911.

**CHARLES HODGE MATHES**-----**Alumni Secretary. Rural Education**

B. A., Washington College, 1897; Graduate Student University of Wooster, 1898-9; M. A., Maryville College, 1904; Professor of Greek and English, Washington College, 1897-8, and 1899-1903; Professor of Greek, Maryville College, 1903-11; Dean and Professor of English Language, East Tennessee State Normal School, 1911-20; present position since 1922.

**WALTER CLEMENT WILSON**-----**Manual Training**

B. E., National Normal University, 1893; Certificate Ohio State Teachers' College, 1897; Diploma in Manual Training, Miami University, 1909; Superintendent City Schools, West Carrollton (O.) 1893-1904; Associate Principal Normal Department, Antioch (O.) College, 1904-9; Critic Teacher of Manual Training, Ohio State Normal College, 1909-10; Instructor in Manual Training, Ohio State Normal College, 1910-11; present position since 1911.

**DELLE DULANEY SMITH.....Chemistry**

Graduate Bristol High School, 1899; B. S., University of Tennessee, 1903; Student Summer School of the South, 1903; Teacher in Masonic Institute, Mountain City, 1903-4; Teacher of Chemistry and Physics, Southern College for Women (Ga.), 1904-6; Teacher of Chemistry and Physics, Oregon State Normal School, 1906-8; Teacher of Science, Galloway (Ark.) College, 1909-10; Teacher of Science, Sweetwater College for Women, 1910-11; Graduate Student, Columbia University, summer 1913; present position since 1911.

**WILLIAM LAFAYETTE PRINCE.....Writing and Bookkeeping**

Graduate Holladay College, 1894; Graduate Draughon's Business College, 1902; Graduate Gem City Business College, 1904; Teacher Bookkeeping and Shorthand, Iowa Wesleyan University, 1903-4; Business Course, Southern Normal University, 1905-7; Commercial Branches, Carson and Newman College, 1907-8; Hill's Business College, 1908-9; Dickson College, 1909-10; Principal Commercial Department, Piedmont College, 1910-11; present position since 1911.

**ELIZABETH EVANS SLOCUMB.....Drawing**

Diploma Woman's Art School, New York, 1905; Diploma Teachers College, Columbia University, 1911; Supervisor of Drawing in Raleigh (N. C.) Schools, 1905-10; Student in Columbia University, summers 1912-13; present position since 1911.

**INA YOAKLEY.....Geography and Geology**

B. S., Milligan College, 1895; B. S., Teachers College, Columbia University, 1910; M. A., Columbia University, 1912; Special Student, Columbia University, 1912-13; Teacher in Public Schools, Washington County, 1896-9; Teacher in High School, Fall Branch, 1899-1901; Teacher in Public Schools, Johnson City, 1901-5; Teacher of Science, High School, Johnson City, 1905-9; Teacher of Biology, High School, Jersey City (N. J.), 1910-11; Graduate Student, Chicago University, summer 1913; present position since 1912.

**ADA HORNSBY EARNEST.....Home Economics**

Graduate Meigs County High School, 1902; M. E. L., Centenary College, 1905; Teacher in Meigs County High School, 1907-9; Student Summer School of the South, 1908; Graduate in Domestic Science Course, East Tennessee State Normal School, 1912; Special student, Teachers College, Columbia University, summers 1914-15-16; present position since 1912.

**KATHERINE McSPADDEN.....Critic Teacher**

Graduate Bristol High School, 1908; graduate State Normal School, Academic Department, 1913; Summer Term, East Tennessee State Normal School, 1913, 1915, 1916; primary teacher, Erwin public

schools, 1913-17; primary teacher Barbourville (Kentucky), 1917-18; present position since 1918.

**CHARLES FLEET REECE**-----**Physical Education. Mathematics**

Graduate Johnson City High School, 1911; B. A., Carson and Newman College, 1914; Graduate student, Peabody College, 1917-18; Second Lieutenant Officers' Training Camp, Camp Gordon, Georgia, 1918; Principal Fentress County High School, 1914-15; Mathematics and Athletic Director, Bell High School, Robertson County, 1916-17; present position since 1919.

**EDNA PEARL BENNETT**-----**Methods and Practice Teaching**

Pd. B., State Teachers' College (Colorado), 1916; Pd. M., State Teachers' College (Colorado), 1917; Teacher in graded public schools (Kansas), 1908-13; Critic teacher, State Teachers' College (Colorado), 1916-17; Department of Methods and Critic Teaching, State Normal School (New Mexico), 1917-19; present position since 1919.

**KATE CALDONA PITTS**-----**History and Civics**

B. A., Piedmont College, 1904; Student at Peabody College for Teachers, 1907-8; Graduate student at University of Georgia, summers of 1913-14-15-16-17; Georgia Professional Secondary Certificate, 1914; Teacher in Public Schools of Georgia, 1904-1907; Teacher Cornelia High School, 1908-11; Teacher Bristol High School, 1911-12; Teacher Cornelia High School, 1912-14; Principal Lavonia High School, 1915-16; Toccoa High School, 1916-18; Principal Tifton High School, 1918-19; present position since 1919.

**EDNA COX**-----**Home Economics**

Graduate Gate City (Virginia) High School; Diploma, East Radford State Normal School, 1915; Supervised Teaching, East Radford (Virginia), 1915; B. S., George Peabody College, 1918; M. A., George Peabody College, 1919; seven years in graded schools of Scott County, Virginia; Home Economics, Elk Creek Training School, 1915-16; Home Economics Extension Work, East Radford (Virginia), 1916-17; present position since 1919.

**LILLIAN FIELD**-----**Critic Teacher**

Graduate Hickory (N. C.) High School, 1907; Student Normal and Industrial College for Women, Greensboro, (N. C.), 1907-11; Grade teacher, Wilson (N. C.), 1911-14; Grade teacher, Hickory (N. C.), 1914-19; present position since 1919.

**JAMES K. LUCK**-----**Biology and Physics**

B. S. A., University of Tennessee, 1918; Agricultural Demonstration Agent, Covington, Ga., 1918-22; present position since 1922.



**A. VERNON McFEE**-----**Public School Music**

Graduate Knoxville High School, 1902; Student University of Tennessee, 1905-6; Graduate of the College of Music, Cincinnati, 1915; Special Course in Public School Music with Mr. A. G. Gantvoort; Studied voice under Signor Lino Mattioli, 1912-15; Professor of voice, Lincoln Memorial University, 1916-20; present position since 1920.

**WILLIAM REED WINDES**-----**Agriculture. Coach**

Graduate Mercer High School, 1913; B. S. A., University of Tennessee, 1917; Graduate student, University of Bristol (England), 1918-19; Teacher in Karns High School, 1917-18; Principal, Jones High School, 1919-20; present position since 1920.

**FRANK FIELD**-----**Psychology and Education**

B. A., Waynesburg College (Pa.), 1904; Student West Virginia University, 1904-5; M. A., Columbia University, 1913; Special diploma in Educational Administration, Teachers College, 1913; Teacher in Rural Schools (Pa.), 1906-8; Principal Richhill High School (Pa.), 1908-12; Head of department of Education, Southwestern State Normal School (Pa.), 1913-19; Vice-President Southwestern State Normal, 1916-19; Professor of Psychology and Education, Lenoir College (N. C.), 1919-20; present position since 1920.

**WILLIS BEELER BIBLE**-----**English Language**

Preparatory department, Carson and Newman College, 1906-7; B. A., Carson and Newman College, 1911; Graduate student, University of Chicago, 1911-12; Graduate student, Harvard University, 1915; M. A. Carson and Newman College, 1916; Teacher of English and History, Savannah (Tenn.) Institute, 1912-13; Teacher of English and History, Allen Academy (Bryan, Tex.), 1913-14; Assistant Professor of English, Furman University, 1914-15; Associate Professor of English, Furman University, 1915-20; present position since 1920.

**RUTH ROGAN McCLELLAN**-----**Reading and Expression**

B. A., Virginia Intermont College, 1917; Student Agnes Scott College, 1917-18; Graduate Leland Powers School of the Spoken Word, 1920; present position since 1921.

**LEOTA FAIRFIELD WILLIAMS**-----**Physical Education for Women**

Graduate Sweetwater High School, 1917; Diploma East Tennessee State Normal School, 1919; B. A., George Peabody College for Teachers, 1922; Teacher of English, Spring City High School, 1919-20; Critic Teacher in Physical Education, Demonstration School, George Peabody College for Teachers, 1921-2; present position since 1922.

**HELEN MAUDE LACY**-----**Modern Languages**

Graduate Elizabethton High School, 1917; Diploma East Tennessee

State Normal School, 1919, and 1921; B. A., George Peabody College for Teachers, 1922; Teacher of Languages, Copperhill High School, 1919-21; present position since 1922.

**GERTRUDE EDNA STAFFORD**-----**Principal Practice School**

Graduate Vineland (N. J.) High School, 1908; Graduate Normal School, University of Porto Rico, 1915; Student Columbia University, summers 1914-16; Teacher in Vineland public schools, 1909-12; Rio Piedras, P. R., 1912-14; Critic Teacher Normal School, University of Porto Rico, 1914-16; Demonstration Teacher, Youngstown (Ohio) Teachers' Training School, 1916-19; Social work for Y. W. C. A., 1919-20; present position since 1920.

**CECILIA H. BASON**-----**Primary Methods**

Graduate Burlington (N. C.) High School; B. A., Flora Macdonald College (N. C.); Graduate of Teachers College, Columbia University; Graduate student Teachers College, summer 1920; Teacher of Primary and Second Grade Work, Burlington, N. C.; present position since 1922.

**JULIA PARVIN**-----**Critic Teacher**

Student Preparatory Department Carson and Newman College, 1897-98; Student East Tennessee State Normal School, 1917-21; Diploma East Tennessee State Normal School 1921; Teacher public schools Hawkins County, 1898-1910, 1912-13; Teacher Preparatory department Rogersville Synodical College, 1911-12; present position since 1921.

**FRANCES IONE MATHES**-----**Piano and Harmony**

Washington College, 1896-9; Student Summer School of the South, 1904; Special student, Maryville College, 1906-7; College of Music, Cincinnati, 1900-1; Certificate, Piano and Theory department, Cincinnati Conservatory of Music, 1913; Student Cincinnati Conservatory, summers 1910, 1911, 1912, 1913; Student in Piano and Methods, Teachers College, summer 1915; Teacher of Piano, Washington College, 1901-4; Teacher of Piano in Maryville, 1905-13; present position since 1913.

**WILLIAM L. PRINCE**-----**Bursar**

**OLIVE TAYLOR**-----**Librarian**

**EDNA BINGHAM**-----**Secretary**

**NANNIE ANDERSON**-----**Matron Women's Dormitory**

**LIZZIE S. GURLEY**-----**Manager Dining Halls**

**ROBERT McNEIL**-----**Engineer**

**MADISON LAWS**-----**Watchman**

**WM. H. KEENE**-----**Farm Foreman**

**COMMITTEES OF THE FACULTY**

Note—The President is ex officio a member of each committee.

**Alumni:** Mathes, Rogers, Smith.

**Appointments and Employment:** Field, Bennett, Bible, Mathes.

**Athletics:** Burleson, Williams, Reece, Windes.

**Buildings and Grounds:** Wilson, Windes, Gurley, Anderson.

**Entrance and Promotion:** Burleson, Yoakley, Pitts, Field, Bennett.

**Library and History:** Taylor, Pitts, Lacy, Parvin.

**Music and Lectures:** Rogers, McFee, Bennett, F. Mathes, McClellan.

**Sanitation and Decoration:** Slocumb, Wilson, Cox, Gurley.

**School Exhibits:** Windes, Wilson, Slocumb, Cox.

**Social Life:** Smith, Rogers, Pitts, Anderson, McClellan.

**Students' Homes:** Rogers, Reece, Hornsby, Smith.

**Student Organizations:** McFee, Yoakley, Pitts.

**Student Aid:** Wilson, McFee, Bennett, Windes.

**Supply Room:** Bible, Prince, Stafford.

### ESTABLISHMENT

The State Normal Schools—one each in East, Middle, and West Tennessee and an industrial Normal School for negroes—were authorized by Chapter 264, of the Acts of 1909, popularly known as "The General Education Bill." This Bill, as amended by Chapter 23, of the Acts of 1913, set aside thirty-three and one-third per cent of the gross revenue of the State for public educational purposes, of which thirteen per cent was for the maintenance of the State Normal Schools. This law was further amended by Chapter 118, of the Acts of 1921, which distributed four and one-half per cent to each of the three State Normal Schools for white teachers, and two and three-fourths per cent to the Industrial Normal School for negroes.

Under the law creating the State Normal Schools, counties and municipalities were authorized to issue bonds to encourage the establishment of these institutions. To secure the location of the school Washington county appropriated \$75,000 in bonds; Johnson City gave \$75,000 in bonds, free lights and free water, and provided granolithic walks to the school grounds; Honorable George L. Carter donated a valuable site of one hundred and twenty acres, worth \$60,000, and later built asphalt streets to the school grounds; and the Johnson City Traction company extended its lines to the site of the school.

The East Tennessee State Normal School was first opened to students October 2, 1911, and the buildings were dedicated, with appropriate exercises, on October 10, 1911.

### MANAGEMENT

The general control and management of the State Normal Schools are vested in the State Board of Education. This Board, under the authority granted by law, elects the presidents and members of the faculties, fixes their tenure, approves the courses of study, and directs the expenditure of all funds appropriated to the Normal Schools.

### THE PURPOSE OF THE SCHOOL

The General Education Law of 1909, which created the East Tennessee State Normal School, clearly defined the purpose of its establishment. This was declared to be "for the education and professional training of teachers for the schools of the State."

It is a special school—a professional school for the education and training of teachers.

It attempts to confer on those who attend it that education, discipline, training, and skill which will best prepare them for teaching in the public schools of Tennessee.



It is with this purpose in view that the selection of its teachers is made and the courses of study are arranged, that libraries and laboratories are equipped, and that the Observation and Practice School is conducted.

No pupil is admitted who does not come for the one purpose of preparing to teach, and students who enter shall "first sign a pledge to teach in the public or private schools of the state of Tennessee, within the next six years after leaving the school, at least as long as they have attended said school."

In the preparation for teaching three general principles are recognized as essential: (1) Thorough scholarship; (2) the study of education as a science; (3) practice in teaching under expert supervision. These principles are fundamental and guide in all that relates to the work of the Normal School.

## TERMS OF ADMISSION

### STATUTORY PROVISIONS

Under the provisions of the law establishing the State Normal School, all white males or females resident in the State of Tennessee and not under sixteen years of age are eligible for membership, provided they shall pledge themselves to teach in the schools of the State, within six years after leaving the school, for as long a time as they have attended the school.

### HEALTH

No applicant will be admitted who cannot furnish evidence of being physically sound, free from contagious or infectious disease, and from chronic defects that would prevent satisfactory work as a student or militate against success as a teacher.

### CHARACTER

Every applicant for admission must present a certificate of good moral character, signed by a responsible person. The State is under obligation for the professional training of no person who is not qualified to exert a wholesome spiritual influence upon the lives of children.

### FEES

Tuition is entirely free to all students resident in Tennessee. Students not resident in Tennessee are required to pay a tuition fee of fifteen dollars for each quarter. A registration fee of four dollars for each quarter is payable by all students, and must be paid before matriculation. Small fees in laboratory courses are charged for materials and breakage.

### SCHOLASTIC REQUIREMENTS

For admission to the Academic Course the applicant must have completed **two years of high-school work**. Teachers over 21 years of age who have not done two years of high-school work may be admitted.

**Candidates for admission should write for an application blank, which will provide for a complete statement of all work done elsewhere.** All work thus credited is accepted **conditionally**, and the credit given will be cancelled if the student is found unable to do proficient work in the subjects to which he is admitted. When certification cannot be secured the committee will use its own judgment and may either accept conditionally the statement of the applicant or require an entrance examination.

Graduates of a two-year high-school course will be admitted to the Third Year of the Academic Course, but may be required to make up conditions in the sub-Third Year in such subjects in the Second Year as they may not have completed in a satisfactory manner. On the same terms, graduates of a three-year course will be admitted to the Fourth Year, and graduates of a four-year course will be admitted to the Certificate Course or the Junior Year of the Diploma Course.

The minimum time necessary for graduation from either the Certificate or the Diploma Course will be three quarters, or nine months.

### BUILDINGS AND EQUIPMENT

The buildings include a main, or academic building, the dormitory for women, the dining-hall, including the kitchen and laundry, a model school-building, the heating plant, a residence for the President, a summer dining room, a tenant house, and a combination stock barn.

**Main Building**—In the main building are the offices, laboratories, recitation rooms, library, society halls, and auditorium—in all about forty rooms.

The class-rooms are furnished with modern desks and recitation seats, and the laboratories are fully equipped with all needed apparatus and supplies. The Manual Training and Home Economics rooms are equipped with the most modern equipment.

**Women's Dormitory**—The women's dormitory contains two double parlors, twelve study-rooms, twelve bath rooms, and forty-four large bed-rooms with closets. Each room is furnished with shades, rugs, dresser, table, chairs, iron bedsteads, springs, and mattresses. All windows and doors are screened.

**Cafeteria**—The kitchen and cafeteria are in a building ninety by one hundred and ten feet, and one story and basement in height. The dining-room is fifty by ninety feet, with windows on four sides, and is ample for 750 boarders. The kitchen and dining-room are supplied with modern equipment, and are sanitary in every way.

**Practice School Building**—This school-building, first occupied in 1915, was planned as a type for consolidated schools. It contains cooking and sewing room, class-rooms, reading room, office, auditorium, and cafeteria. In each class-room are cloak, lunch and teachers' closets, and a book-case. The auditorium, which will seat three hundred, has stage, dressing-rooms, and foot-lights. The heating, lighting and ventilation of the building are perfect.

**Tenant House**—A cottage of five rooms, supplied with electric lights and water, was completed in 1919 by the Manual Training department for the use of the farm foreman.

**Grounds**—All these buildings, together with the residence, are located on a commanding site, comprising a hundred and twenty acres, and donated by Hon. George L. Carter, whose splendid generosity means so much to the young men and women of Tennessee. The grounds are ample for the growth of the school for all time.

## NEW BUILDINGS

Three new buildings costing \$150,000 are being erected and will be completed by the opening of the Fall Quarter. They will greatly enlarge the facilities of the School and contribute to its usefulness. The funds for the new buildings were provided by a bond issue authorized by the General Assembly of the state.

**Men's Dormitory**—This building, of fire-proof construction, contains fifty double bed-rooms with closets, society hall, reception room, bath rooms, trunk-rooms, and servants' quarters. Each bed-room is supplied with window shades, bedsteads, springs, mattresses, dresser, table, and chairs. The building is heated with steam, lighted by electricity, and supplied with hot and cold water.

**Gymnasium**—This is a brick, concrete, and steel building, modern in its planning and perfectly lighted and ventilated. Its playing court is 50x70 feet, and its galleries will seat 1,000. It contains apparatus room, director's room, and has ample dressing rooms and lockers for men and women.

**Library**—This building contains a general reading and reference

room 30x100 feet, stack room for 10,000 volumes, assembly and class rooms, and has perfect lighting and ventilation. Its architecture is attractive and is of concrete, stone, and brick construction.

**Industrial Arts Building**—The old cafeteria is being remodeled and converted into an Industrial Arts building. It will be 100 feet long and 40 feet wide, with brick veneer walls and asbestos shingle roof. It will contain machinery, mechanical drawing, lecture, and supply rooms. It will more than double the floor space now used by the Manual Training department.

**Other Additions**—The rooms in the main building now used for library, gymnasium, and manual training will be converted into class rooms and science laboratories. Enlarged facilities, in this way, will be provided for the work in Biology, Agriculture, and Chemistry. Additional equipment and apparatus will be supplied and these important departments will be made modern in every way.

### CAMPUS

Much attention is being given to the beautifying of the grounds and parks, which by their natural attractiveness offer exceptional opportunity for artistic landscape gardening. More than thirty-five hundred trees and shrubs contribute much to the natural beauty of the grounds. One mile of macadamized roadway has been built, reaching all the buildings and setting off to the best advantage the beauty of the buildings, campus, and park.

### ATHLETIC FIELD

During the past year the Athletic Field has received much attention in the matter of grading and leveling. The diamond has been shifted to a point on the field near the new gymnasium. Sand has been added to the surface, backstops erected, and a grandstand is in process of erection. This improvement will give the School one of the best athletic fields in the state.

### HEALTH CONDITIONS

The school site of 120 acres has an elevation above sea level ranging from 1,675 to 1,875 feet. At the main building the altitude is 1,710 feet. Only a few miles away are mountains reaching from 2,500 to 4,000 feet. Roan Mountain, towering 6,313 feet high is only twenty-five miles away. The elevation of the school and the proximity of the higher mountains make the climate refreshing and invigorating, and give the student and teacher an ideal place for study, recreation, and rest.

The water supply is abundant and pure, coming some twelve miles



in pipes from never-failing free-stone springs in the near-by mountains and having a daily flow of 4,000,000 gallons.

With a desirable elevation, an invigorating atmosphere, a never-failing supply of the purest water, and inspiring views on every hand, it is not surprising that in ten years, with a total registration of more than 7,000, there has been no case of serious illness in the school.

### CHURCHES

Johnson City has unusual church advantages. Perhaps no town or city in the country has a larger percentage of church and Sunday-school going people and better church equipment. Among the excellent plants are those of the Methodist Episcopal Church, South, the Methodist Episcopal, the Baptist, the Christian, the Presbyterian (U. S. A. & U. S.), the United Brethren, the Episcopal, and the Catholic. Hence, the religious atmosphere of Johnson City is excellent.

The Normal School has always directly co-operated with the various churches. Practically its entire faculty and student body are regular attendants of the various religious services, while most of the faculty are actively identified with church work. The various ministers of the city are often invited during the course of the year to address the students and the entire school is encouraged to take an active part in church work.

## SUMMARY OF EXPENSES

### TUITION

Tuition is free to students resident in Tennessee. Non-residents pay \$15.00 for each quarter. All pay in addition a registration fee of \$2.00, and a student activity fee of \$2.00 for each quarter. A nominal fee is collected from those who take the laboratory courses to cover breakage and the cost of material, and the actual cost of supplies used in the departments of Industrial Arts is charged to all who take any of the courses in Manual Training or Home Economics.

These fees are as follows: Chemistry, \$2.00 a term; Physics, \$1.00 a term; Sewing, \$1.00 a term; Cooking, \$2.00 a term. These must be paid to the bookkeeper on matriculating in the course.

No library fee is charged, but students who wish to withdraw books from the library are required to make a deposit of \$1.00, which is subject to refund.

### ROOMS

Furnished rooms in the women's dormitory cost only \$1.00 a week for each occupant. Furnished rooms in the men's dormitory cost \$1.25 a week for each occupant. Desirable rooms for men and women can

be found in convenient parts of the city at from \$1.25 to \$1.50 a week for each occupant. The Committee on Students' Homes will give all needed assistance in finding suitable accommodations for students. Students wishing to secure rooms in private homes should communicate with Professor C. E. Rogers, chairman of the committee.

### BOARD

With the opening of the Spring Quarter, 1922, students have been furnished meals on the cafeteria plan, at a cost ranging from \$2.50 to \$3.50 a week. Regular meals are served in the cafeteria at fifteen cents each. The change from the dining-hall to the cafeteria plan has given universal satisfaction.

### SUMMARY

The estimated school expenses, lowest and highest, for students for one quarter of twelve weeks are as follows:

Tuition -----	<b>Free</b>	
Registration Fee -----	\$ 2.00	\$ 2.00
Student-activity Fee -----	2.00	2.00
Board in cafeteria -----	30.00	42.00
Lodging -----	12.00	18.00
Books -----	3.00	6.00
<hr/>		
Total -----	\$49.00	\$70.00

## INFORMATION FOR STUDENTS

### HOW TO COME

Johnson City is on the Knoxville-Bristol division of the Southern Railway, with four trains each way daily; on the Carolina, Clinchfield and Ohio Railway, with four trains daily; and is the terminus of the East Tennessee and Western North Carolina Railway, with three trains daily.

### HOW TO REACH THE GROUNDS

On arrival at Johnson City students should come at once to the Normal School and report to the chairman of the Committee on Students' Homes, Prof. C. E. Rogers, or, if lodging has been reserved in the Dormitory, to the Matron, Miss Anderson.

Come to the Normal School on the street car. Cars pass near the railway stations every thirty minutes, from 5:30 a. m. until 10 p. m. **Do not engage a transfer wagon or dray to deliver trunks or baggage, but deliver your check to Professor Rogers, or the Matron, who will have your baggage sent to your room if in the city or Dormitory at a**

cost not exceeding thirty-five cents for each piece, or if outside the city at a cost of fifty cents.

Young women to the number of one hundred and sixteen may secure rooms in the Dormitory by writing to the President. Those who apply too late to secure dormitory rooms may have rooms secured in the city at the most reasonable rates possible. A list of excellent rooms and boarding places for men and women has been made, and a committee will be found ready to assist in making a suitable selection.

### WHAT TO BRING

A list of the furnishings in the dormitories will be found on page 17 of this bulletin. Students should bring in addition the following articles: pillow, pillow-cases, sheets, blankets, comfort, bed spread, towels, and other necessary toilet articles. Men and women lodging in homes secure furnished rooms, unless otherwise notified.

### HOW TO MATRICULATE

First, go to the office of the Dean and fill out a registration card. Assignments of studies for the term will then be made by the Committee on Entrance and Promotion. Second, pay to the Bookkeeper all fees due, and secure his receipt. Third, secure the signature of the President to the matriculation card made out by the Committee on Entrance. Fourth, secure all needed text-books from the supply room in the main building.

## OFFICERS OF SCHOOL ORGANIZATIONS

### Parent-Teachers' Association:

1921-22: Mrs. Paul Divine, President; Miss Lillian Field, Secretary.

### Faculty Women's Club:

1921-22: Mrs. C. E. Rogers, President; Mrs. Frank Field, Secretary.

1922-23: Miss Ina Yoakley, President; Miss Edna Cox, Secretary.

### United Student Body:

1921-22: Thomas W. Whaley, President; Eva Gibson, Secretary.

### Young Women's Christian Association:

1921-22: Eudora Edington, President; Lucile Masengill, Secretary.

### Young Men's Christian Association:

1921-22: Trent O. Huff, President; Oscar K. Shell, Secretary.

### Dramatic Club:

1921-22: Irene Harris, President; Trent O. Huff, Secretary.

**Girls' Glee Club:**

1921-22: Eudora Edington, President; Mary Goodner, Secretary

**Men's Glee Club:**

1921-22: Ebb King, President; Oscar K. Shell, Secretary.

**Pestalozzian Literary Society:**

Fall Quarter: W. E. Ward, President; J. B. Robinson, Secretary.

Winter Quarter: T. W. Whaley, President; Trent O. Huff, Secretary.

Spring Quarter: Olson Pemberton, President; O. K. Shell, Secretary.

**Pi Sigma Literary Society:**

Fall Quarter: Thelma Burke, President; LeNoir Weeks, Secretary.

Winter Quarter: Jo Lee Bruce, President; Nell Regester, Secretary.

Spring Quarter: Jo Lee Bruce, President; Nell Regester, Secretary.

**Saphonian Literary Society:**

Fall Quarter: Eva Gibson, President; Ella Fudge, Secretary.

Winter Quarter: Mary E. Jones, President; Fay Rimmer, Secretary.

Spring Quarter: Grace Bradshaw, President; Mrs. Calvin Stanley, Secretary.

**Senior Class:**

1921-22: W. E. Ward, President; Lucile Masengill, Secretary.

**Middle Year Class:**

1921-22: J. B. Robinson, President; Zelma Burke, Secretary.

**Junior Class:**

1921-22: Warren Simmons, President; Evelyn Monger, Secretary.

**Certificate Class:**

1921-22: Jessie Masengill, President; Edna Grant, Secretary.

**Fourth Year Class:**

1921-22: Albert Choate, President; Hazel Manley, Secretary.

**Third Year Class:**

1921-22: John L. Burchfield, President; Mary Watson, Secretary.



## MISCELLANEOUS INFORMATION

### LITERARY SOCIETIES

Two literary societies were organized during the year 1911-12: the Pestalozzian by the young men, and the Sapphonian by the young women. During the Spring Term of the year 1912-13 another society was organized by the young women, which was reorganized as the Pi Sigma Society in 1916-17.

All the societies hold weekly meetings and have been important factors in the life of the school.

### THE FACULTY WOMEN'S CLUB

The Faculty Women's Club is composed of the women of the faculty and the wives of the men of the faculty.

Its aim is to encourage the social activities of the school, to look after the health and happiness of the students and to render any service possible to the school.

It belongs to the Tennessee Federation of Women's Clubs and is interested in many civic and other activities. It has been especially interested in Mountain Settlement work this year, joining the other Johnson City clubs in work and contributions for this cause. It has also contributed to many other causes of general interest.

### DRAMATIC CLUB

The Dramatic Club was organized during the Winter Quarter 1921. During the year the plays of Ibsen, Galsworthy, and Maeterlinck have been studied. In November three one-act plays were presented; "Playgoers," by Pinero; "The Makers of Dreams," by Down; and "The Florist Shop," by Hawkrigde. On May 29 the club presented "Seventeen," by Tarkington.

### GLEE CLUBS

The Music Department of the school has always been prominent in students' activities. One of the outstanding features of this department is the Glee Club work.

Glee Clubs for men and women have been successfully conducted since the organization of the school. They have been unusually successful during the past school year. On January 16, the Girls' Glee Club presented "The Japanese Girl," by Vincent, an operetta in two acts; twenty-eight girls took part in this presentation. On May 15, the Men's Glee Club presented "Captain Van der Hum," a piratical tale in two acts; thirty-five men took part. These two public appearances of the clubs were very successful.

### **TENNESSEE CLUB**

The Tennessee Club was organized in January, 1921, by Professor W. L. Gentry, of the Department of Rural Education. The club meets once a week to make a special study of Tennessee—its geology, resources, agriculture, schools, and the characteristics of the people. The club motto is, "Know Tennessee." Students who become members and do the work assigned will be given elective credit in Tennessee history.

### **YOUNG WOMEN'S CHRISTIAN ASSOCIATION**

Among the organizations standing for high ideals of service none are doing better work than the Young Women's Christian Association. To the girls away from the influence of a Christian home, to the sometimes thoughtless girls, and to those who are already interested in constructive work, it gives opportunity for development through its semi-weekly meetings, which are business, social, and religious in character.

The Association provides a small library, supplies magazines, and other reading matter for the reading-room in the dormitory, and provides simple home remedies without cost to the girls of the dormitory.

### **YOUNG MEN'S CHRISTIAN ASSOCIATION**

This organization has been one of the strongest agencies for promoting moral and spiritual standards of the highest type among the young men of the school. Bible courses, devotional services, and social recreation constitute a part of the work of the Association. Splendid opportunities are offered for the development of leadership.

A faculty committee co-operates with the students in formulating plans and carrying on the work of the Association.

### **THE GROVER CLEVELAND MEDAL CONTEST**

For a number of years a medal known as "The Grover Cleveland Medal" has been awarded. The medal is provided by a fund of \$500 set aside by the will of the late Hon. Albert H. Tipton, of Elizabethton, for the encouragement of a study and discussion of patriotic subjects by the boys and girls of Tennessee. Each county of East Tennessee is eligible to enter the contest and to send one representative, who must be a high-school student of the current year. This contest is held annually during the Conference of Superintendents in June.

### **OBSERVATION AND PRACTICE SCHOOL**

As a laboratory of the Department of Methods a Training School consisting of eight grades is maintained. Courses in Observation, Demonstration, and Practice Teaching are given.

The purpose of this school is to demonstrate the methods taught and give opportunity to put theory into actual practice.

As a prerequisite to practical teaching a course in directed observation is required. This is under the personal direction of the head of the Methods Department.

All practice teaching is carefully supervised and is done under the supervisors of grades and heads of departments. Every effort is made to inspire the student-teachers with the fine professional spirit and equip them with the best methods which have been found practicable through successful experience.

A juvenile library of more than three hundred volumes and various magazines has been provided for the use of the pupils and teachers. Additions are made from year to year, thus furnishing the child the books that he cares most for. To further promote the love of good reading story hours are conducted regularly in each grade.

A Parent-Teachers' Association is very active in its efforts to assist in improving the school, and making it a community center. Meetings have been held on Mondays, and in every project the school has received splendid encouragement and assistance. This organization is particularly interested in public health, playground equipment, and the library.

### PUBLICATIONS

The official publication of the school is The East Tennessee State Normal School Bulletin, published bi-monthly. During the current year the following numbers have been issued.

VOL. XI, No. 1—Annual Catalog, 1920-21.

VOL. XI, No. 2—Conference of Superintendents; Catalog of Graduates and Students.

Vol. XI, No. 3—"Why Should I Teach?"

VOL. XI, No. 4—Testimonials.

Vol. XI, No. 5—Summer Quarter Number.

VOL. XI, No. 6—Announcement Summer Quarter.

The Senior Class, 1922, published the Annual, "Old Hickory," No. 4, a book of 150 pages.

### THE LIBRARY

The library consists of more than 2,500 well selected books.

The Dewey system of classification is used. A good supply of pamphlets and bulletins, also magazines and daily newspapers, has been carefully selected to meet the actual needs of the students.

It is the purpose of the library to supplement the work of every department and every possible aid is given to students in the use of

reference material. A reference shelf, supplied with the latest and best material, is provided for the use of debaters, literary societies, and others.

All students are invited to use the library, a deposit of one dollar, which is subject to refund, being required only when books are withdrawn from the library.

### **PUBLICITY**

Through the splendid co-operation of the Tennessee daily and weekly newspapers the work of the State Normal School has been brought to the attention of the people of East Tennessee in a most helpful and effective way. The Bulletins of the school are sent regularly to all county superintendents, members of boards of education, and teachers. The extension work done by the members of the faculty in almost every county has brought to the notice of the people the aims and purposes of the school.

The Conference of East Tennessee County Superintendents, at its meeting in June, 1915, adopted the Bulletin of the school as its official publication.

### **UNITED STUDENT BODY**

In the Fall Term of 1916-17 the student body organized itself into a Student Activity Association for the purpose of giving direction and support to the various activities of the school. This association, which includes the entire membership of the school, collects from each student a fee of two dollars a quarter. The funds thus collected go to the support of a lyceum course, the student magazine, and the several forms of athletics, and are distributed as follows:

Football, 20 per cent.; basketball, 22 per cent.; baseball, 17 per cent.; lyceum, 15 per cent.; publications, 15 per cent.; tennis, 7 per cent.; track, 2 per cent.; incidentals, 2 per cent.

### **ATHLETICS**

The athletics of the school are directed by Mr. Reece, Miss Williams, Professor Windes, and Dean Burleson. In the last few years strong teams have been developed in track, baseball, basketball, and tennis, for both boys and girls.

The training of the girls' basketball team is under the direction of Miss Williams. During the past season this team was very successful. Other athletic sports will be introduced from time to time.

Mr. Reece is in charge of athletics for men, being faculty manager and director. Mr. Windes has charge of the coaching of teams for the young men.



The football schedule for the coming season has been completed, and the school will meet some of the strongest college teams in this part of the state.

The Normal School is now a member of the East Tennessee Athletic League, a conference of eight of the most important colleges in this section. Rapid strides are being made both in organization and development of all branches of competitive athletics in the school. A basketball tournament will be arranged for the high schools in this section, and it is expected that high-school principals will co-operate. The Normal School team, during the past season, made a record in basketball which has seldom been excelled by any college in this section.

Dean Burleson has very successfully directed the tennis for several years and some excellent tournaments are held each year.

With all these branches of activities there is never a season of the entire school year but is alive with some interesting athletic activity, and with the organization of an athletics committee to handle the management of all departments, the school may expect greater growth and interest in athletics in the future than in the past.

### FARM AND GARDEN

The school garden and farm are the outdoor laboratories for the Agricultural Department. Here the student is given individual plots to manage and to make practical application of the science of farming. Studies in fertilizing, tillage, methods, rotation, and succession of crops are in progress throughout the year.

### DISCIPLINE

The management of the school has been an easy problem to work out. The class of students that come to us have a definite purpose and understand that the profession for which they are preparing has high standards and ideals. They conform to these regulations of their own volition, and in only a very few instances has it been necessary for any member of the faculty to confer with any student relative to improper conduct.

### SCHOOL RECORDS

A complete and accurate system of school records is kept. These show every important fact related to the student's connection with the school from the day of his entrance to the time of his leaving, and provide for a record of his work after graduation. Students desiring the official record of their work should write to the Registrar, Professor C. E. Rogers, enclosing the fee, \$1.00.

### FACULTY MEETINGS

At the meetings of the faculty reports of committees are made and individual reports submitted. Most of the time at faculty meetings is devoted to discussion of the larger and more vital problems of education, with especial reference to East Tennessee and the work of the State Normal School.

### SUMMER QUARTER

The Summer Quarter of ten weeks is a very important and helpful feature of the work of the State Normal School, and the attendance indicates that it meets a real need of teachers. The Summer Quarter gives opportunity:

1. **To teachers** for adding to their scholarship and improving their professional training by taking regular or review courses.
2. **To ambitious students** for earning additional credits on regular courses, thus shortening the time required for certification.
3. **To students who have failed** to do satisfactorily the work in any term to continue their studies and overcome their deficiencies.

In addition to the regular members of the faculty, additional teachers are employed, specialists in their work. It is planned for 1922 to employ a larger number of additional teachers than ever before and gradually to enrich the courses offered.

A special bulletin is published in April giving full information as to the work of the Summer Quarter, including a detailed description of all the courses offered.

The Summer Quarter for 1923 will open Monday, June 4, and continue ten weeks, closing August 11.

### TEACHERS NEEDED

In many counties in East Tennessee there are not enough qualified teachers for the positions to be filled.

The State Normal School offers opportunity for preferment in the teaching profession. It invites those who expect to become teachers to attend its sessions and take courses and it urges teachers now holding certificates to better qualify themselves for higher positions.

Teachers of ability no longer have to seek positions in Tennessee, but are sought by superintendents and boards of education.

### TEACHER PLACEMENT

The Normal School is not a teachers' agency, and it does not guarantee positions to its graduates or undergraduates. It is, however, a convenient clearing house in which superintendents and boards may be put in touch with those who have received, wholly or in part, the training offered by the School. The growing favor with which its efforts in this respect are being received is evidence of the wisdom of the policy adopted.

Superintendents and boards of education will be assisted in finding efficient teachers for schools as far as their demands can be met. Graduates and others who have had professional training will be recommended for desirable positions, and school boards desiring to employ the best teachers, whether graduates or undergraduates of the School, as well as others desiring positions, should write to Professor Frank Field, Chairman of the Committee on Appointments and Employment.

A demand of the people of Tennessee is for better public-school teachers. With an increase in school revenues in recent years this demand has become imperative, and with it has come the demand for better school-houses and equipment and modern courses of study. The Normal School stands for these larger and better things and will assist in the preparation of teachers for more complete service, so that the life and activity of our people may be made richer, fuller, and more productive.

### COLLEGE GRADUATES

The State Normal School offers opportunity to graduates of colleges to do the professional work required for teachers' permanent high-school license. Such graduates by spending one year in the Normal School may work out sufficient professional courses to entitle them to a permanent first-grade high-school license without further examination.

### BOARDS OF EDUCATION

In order better to meet the growing demand made upon the School by county and city boards of education, for personal interviews with teachers and prospective teachers attending the spring and summer quarters, the School is this year making special plans whereby members of boards and superintendents may arrange for such interviews through the Committee on Appointments and Employment.

In this connection we urge upon superintendents and boards the great importance of beginning in the spring quarter to engage teachers for the coming year. The list of teachers whom the School can recom-

mend is limited, and the demand for teachers with professional training is more insistent than ever before. Consequently those who postpone the selection of teachers until midsummer cannot expect to secure efficient teachers as easily as those who make their selection earlier.

### CO-OPERATION

The heartiest co-operation of county superintendents and school boards is essential if the Normal School is to do the largest good for the public schools of the state. This co-operation can be made effective by urging the attendance of teachers and young men and young women who expect to become teachers, and by the promise of preference, in employment and better salaries, to those who prepare themselves for better work by attending the State Normal School. This co-operation is earnestly invited, and the Normal School in return pledges its best services and support to all public school authorities of the state.

### EXTENSION WORK

Believing that a State Normal School can do a most effective type of extension work in several counties at sessions of the county court, school rallies, teachers' meetings, agricultural meetings, good-roads meetings, school commencements, etc., it has been the policy of the State Normal School to attend such meetings and during the year, nearly all of the East Tennessee counties have been visited once or more by the President, Dean, or some other member of the faculty. In this way the Normal School co-operates with all movements for improving the life of our people.

The Normal School, through its faculty, is desirous of giving assistance in every way possible in all its efforts looking to better school facilities, better teaching, and better living conditions throughout its territory—the thirty-four counties in East Tennessee. While the school may not be able to respond to all of the calls made upon it for help, it will, in every case possible, render assistance in the following ways:

#### I. To County Courts:

1. Addresses in the interest of higher school levies, high-schools, consolidated schools, school-bond issues, longer terms, and larger salaries for better teachers.

#### II. To Boards of Education:

1. Assistance in securing suitable teachers through the Normal School Committee on Appointments and Employment.

2. Furnishing floor plans for school buildings, and giving estimates of costs of proposed buildings.



## III. To Superintendents:

1. Professional help in all questions of school administration.
2. Addresses at school rallies and community meetings.
3. Help in the selection of suitable teachers.
4. Addresses at monthly teachers' meetings.
5. Annual conference at the State Normal School.

## IV. To Teachers:

1. Aid in securing desirable positions.
2. Professional help through correspondence.
3. Plans for industrial work in cooking, sewing, school gardens, manual training, etc.
4. Plans for community work, parent-teachers' associations, club work, etc.

## COURSES OF STUDY

Courses of study have been prescribed for the State Normal Schools as follows: 1. Academic Course; 2. Certificate Course; and 3. Diploma Course.

1. **Academic Course.** This Course includes the work given in the Third and Fourth Years of first-class high schools. It also gives opportunity for reviews of public-school subjects and includes courses in Agriculture, Manual Training, Cooking, Sewing, Modern Languages, Music, and Drawing.

On the completion of the Academic Course the student is given a high-school certificate, and is admitted, without condition, to the Certificate Course or to the Junior Year of the Diploma Course.

Chapter 130 of the Acts of 1917 provides that no person shall be admitted to the State Normal Schools who has not completed the work of the Second Year in the course outlined by the State Board of Education for the High Schools of Tennessee, except teachers 21 years of age and over, who may be permitted to attend as special students.

While students are advised to complete high-school work, whenever convenient for them to do so, before applying for admission to the Normal School, they are welcomed to the Academic Course if they prefer to do the Third and Fourth Years of the high-school course in the State Normal School, **provided they sign a pledge of intention to teach.**

2. **Certificate Course.** For entrance to the Certificate Course graduation from a first-class high school or from the Academic Course of the State Normal School is required, and for the completion of the course one year's work, or 57 credits, is prescribed.

The Certificate Course includes work in elementary Psychology, School Management and Observation, Public School Music, Drawing, Penmanship, Playground Methods, Principles of Teaching, Special Methods and Observation, and Practice Teaching.

3. **Diploma Course.** For entrance to the Diploma Course graduation from a first-class high school, or from the Academic Course of the State Normal School, is required. For the completion of the Course nine terms' work, or 162 credits, are required. Of the credits required for graduation 73 are prescribed and 89 elective, the prescribed credits being distributed, as follows: Education, 39; Science, 8; History, 8; Public School Music, 3; English, 12; and Drawing, 3.

### ACADEMIC COURSE

#### FIRST AND SECOND YEARS

To be completed in high school and required for entrance to the State Normal Schools, as provided by Chapter 130, Acts of 1917.

SUB-THIRD YEAR		
PRESCRIBED—	QUARTERS	CREDITS
Composition-Rhetoric (Eng. 21) -----	3	12
Algebra (Math. 21) -----	3	12
Physical Geography (Geog. 21) -----	1	4
THIRD YEAR		
PRESCRIBED—	QUARTERS	CREDITS
American Literature (Lit. 31) -----	3	9
Plane Geometry (Math. 31) -----	3	12
Biology (Biol. 31) -----	3	12
Medieval and Modern History (Hist. 31) -----	3	12
Prescribed Courses -----	12	45
ELECTIVES—		
Elementary Sewing (Home Econ. 102) -----	3	9
Elementary Woodwork (Man. Tr. 101) -----	3	6
First Year French (French 101) -----	3	12
First Year Spanish (Span. 102) -----	3	12
United States History, review (Hist. 32) -----	1	3
Arithmetic, review (Math. 32) -----	1	3
Required Electives -----	—	15

## FOURTH YEAR

PRESCRIBED—	QUARTERS	CREDITS
English Literature (Lit. 41) -----	3	9
American History and Civics (Hist. 41) -----	3	12
Physics and Chemistry (Phys. 41; Chem. 41)-----	3	9
Physiology and Hygiene (Biol. 41) -----	1	5
	—	—
Prescribed Courses -----	10	35

## ELECTIVES—

Any Third-Year Elective.		
Elementary Cooking (Home Econ. 101) -----	3	9
Mechanical Drawing (Man. Tr. 102) -----	2	6
Elementary Agriculture (Agr. 101) -----	3	12
Second Year French (French 201) -----	3	9
Second Year Spanish (Span. 202) -----	3	9
Chemistry and Physics (Chem. 41, or Phys. 41)--	3	9
Bookkeeping I. -----	1	3
Physiology, review (Biol. 41) -----	1	3
Geography, review (Geog. 41) -----	1	3
Grammar, review (Eng. 41) -----	1	3
Tennessee History, review (Hist. 41)-----	1	3
	—	—
Required Electives -----		25

## CERTIFICATE COURSE

PRESCRIBED—	QUARTERS	CREDITS
Elementary Psychology (Ed. 101) -----	1	5
Management and Observation (Ed. 102) -----	1	4
Methods of Teaching (Meth. 101) -----	1	4
Child Study (Ed. 103) -----	1	4
Public School Music (Mus. 101) -----	2	6
Public School Drawing (Draw. 101) -----	2	6
English Composition (Eng. 101) -----	1	4
Physical Education and Health (Phys. Ed. 101)_.	1	4
Geography and Methods (Geog. 101) -----	1	4
History and Methods (Hist. 103) -----	1	4
Penmanship (Pen. 41) -----	1	2
Primary or Grammar Grade Methods (Meth. 102 or 103) -----	1	5
Practice Teaching (Meth. 104) -----	1	5
	—	—
Prescribed Courses -----	15	57

## DIPLOMA COURSES

JUNIOR YEAR		QUARTERS	CREDITS
PRESCRIBED—			
Elementary Psychology (Ed. 101) -----	1	5	
Management and Observation (Ed. 102) -----	1	4	
Child Study (Ed. 103) -----	1	4	
Public School Music (Mus. 101) -----	1	3	
Public School Drawing (Draw. 101) -----	1	3	
English Composition (Eng. 101) -----	3	12	
Geography (Geog. 102) -----	1	4	
American History (Hist 101) -----	2	8	
	—	—	
Prescribed Courses -----	11	43	
ELECTIVES—			
American Literature (Lit. 101) -----	3	9	
Solid Geometry (Math. 101) -----	1	5	
College Algebra (Math. 102) -----	8	8	
Physics (Phys. 101) -----	8	8	
Chemistry (Chem. 101) -----	2	8	
Ancient History (Hist. 102) -----	1	4	
Medieval and Modern History (Hist. 102) -----	2	8	
Elementary Agriculture (Agr. 101) -----	3	12	
Elementary Cooking (Home Econ. 101) -----	3	9	
Elementary Sewing (Home Econ. 102) -----	3	9	
Elementary Woodwork (Man. Tr. 101) -----	3	6	
Mechanical Drawing (Man. Tr. 102) -----	3	9	
Modern Languages (French 101, or Span. 102) --	3	12	
Public School Music (Mus. 101) -----	2	6	
Public School Drawing (Draw. 101) -----	2	6	
Library Methods (Meth. 105) -----	1	3	
Latin -----	3	9	
	—	—	
Required Electives -----		11	



MIDDLE YEAR		
PREScribed—	QUARTERS	CREDITS
Educational Psychology (Ed. 201) -----	1	5
Principles of Teaching (Meth. 201) -----	1	4
Practice Teaching (Meth. 202) -----	1	5
School Administration (Ed. 202) -----	1	4
	—	—
Prescribed Courses -----	4	18
ELECTIVES—		
Tests and Measurements (Ed. 203) -----	1	4
Sociology (Ed. 204) -----	2	8
Grammar and Methods (Eng. 201) -----	1	4
Composition and Methods (Eng. 202) -----	1	4
Literature and Methods (Lit. 201) -----	1	4
Teachers' Arithmetic (Math. 203) -----	1	4
Methods in High School Mathematics (Math 202)	1	4
Plane Trigonometry (Math. 201) -----	1	5
General Biology (Biol. 201) -----	3	12
Constitutional History (Hist. 201) -----	2	8
Methods in History (Hist. 202) -----	1	4
Agriculture (Agr. 202) -----	3	12
Advanced Sewing (Home Econ. 202)-----	3	9
Advanced Cooking (Home Econ. 201) -----	3	9
Advanced Woodwork (Man. Tr. 201) -----	3	9
Modern Languages (French 201, or Span. 202)---	3	9
Public School Drawing (Draw. 201) -----	3	9
Public School Music (Mus. 201) -----	3	9
Reading and Expression (Expr. 201) -----	3	9
Latin -----	3	9
	—	—
Required Electives -----		36

SENIOR YEAR		
PRESCRIBED—	QUARTERS	CREDITS
History of Education (Ed. 301) -----	1	4
School Law (Ed. 302) -----	1	4
School Sanitation (Ed. 303) -----	1	4
	—	—
Prescribed Courses -----	3	12
ELECTIVES—		
Secondary Education (Ed. 304) -----	2	8
Rural School Supervision (Ed. 305) -----	1	4
Primary Methods and Teaching (Meth. 202) --	2	10
English Literature (Lit. 301) -----	3	9
Surveying (Math. 302) -----	1	5
Analytical Geometry (Math. 301) -----	2	8
Commercial Geography (Geog. 301) -----	1	4
Geology (Geog. 302) -----	2	8
Economics (Hist. 302) -----	2	8
Tennessee History (Hist. 301) -----	1	4
Farm Mechanics (Man. Tr. 301) -----	2	6
Vocational Drawing (Man. Tr. 302) -----	2	6
Methods in Manual Training (Man. Tr. 303)---	1	4
Agricultural Chemistry (Chem. 302) -----	2	6
Methods in Agriculture (Agr. 301) -----	1	4
Household Chemistry (Chem. 301) -----	2	6
Household Management (Home Econ. 301) ----	2	6
Modern Languages (French 301, or Span. 302)--	3	9
	—	—
Required Electives -----		42

### EXPLANATION OF COURSES OF STUDY

1. **Entrance.** Graduation from a four-year high school or other school of equal rank is required as a condition for entrance to the Diploma Course. The Normal School advises that, whenever possible to do so, students complete the high-school course before entering the Normal School.

2. **High School Credits.** No work done in a high school or other school of like grade shall be given diploma credit, except on examination conducted by the head of the department in which such credit is asked.

3. **Credits.** The unit of credit is the equivalent of one recitation a week for one quarter. In all special subjects, such as cooking, writing, drawing, industrial arts, and all laboratory work, the "credit" is the equivalent of two recitations a week for one quarter. The minimum number of credits for each regular students is 15 a quarter, and the maximum 18, except by special permission of the President.

4. **Electives.** Students registering in the Diploma Course must select two majors or one major and two minors; that is, elective courses in any of the following departments: English, Mathematics, Science, History, Agriculture, Home Economics, Manual Training, Foreign Languages, Music, Drawing.

5. **Majors.** To satisfy the requirements of a major at least 30 credits must be made in the elective courses given in any department.

6. **Minors.** At least 15 credits must be made in the elective courses given in any department to meet the requirements of a minor.

7. **Graduation.** For the completion of the Certificate Course the student must earn the 57 prescribed credits. For the Middle Year Certificate 108 credits must be made, which shall include the prescribed courses, and two majors of at least 18 credits each, or one major of at least 18 credits and not less than 10 credits each in two minors. For graduation from the Diploma Course the student is required to complete at least 162 credits, which must include all prescribed courses, and to meet fully all major and minor requirements.

8. **Changes of Courses.** Students who have completed the Certificate Course may change to the Middle Year of the Diploma Course with conditions only in Junior majors and minors. No changes of course shall be made after matriculation, except by permission of the Committee on Entrance and Promotion, upon conference with the student and with the instructors whose classes are involved in the proposed changes. After two weeks from date of matriculation no change of course shall be made except by permission of the President.

9. **Examinations.** No credit will be given in any subject except on the passing of examinations and tests, as prescribed by Faculty regulations. No special examination will be given except by authority of the President or Faculty.

10. **Grading and Promotion.** The grades of all students are expressed numerically on the scale of one hundred, in multiples of five, the passing grade in any subject being 65. The grades are determined by the class standing and test records. Students who make an average grade of only 75 or less will be required to earn, before graduation, two additional credits for each quarter in which they receive such grades.

### CERTIFICATES AND DIPLOMAS

1. **Certificate Course.** Those who complete the Certificate Course will be given a certificate which shall entitle them to a permanent first-class elementary teachers' license.

2. **Junior Year, Diploma Course.** Those who complete the Junior Year of the Diploma Course will be given a Normal School certificate which shall entitle them to a one-year elementary license.

3. **Middle Year, Diploma Course.** Those who complete the Middle Year of the Diploma Course will be given a Normal School certificate which shall entitle them to a high-school license good in any high school except four-year high schools.

4. **Senior Year, Diploma Course.** Those who complete the Senior Year of the Diploma Course will be given a Normal School diploma which shall entitle them to a permanent first-class high-school teachers' license, good in the departments in which they majored or minored.

### SPECIAL CERTIFICATES

Special Certificates in the departments of Agriculture, Manual Training, and Home Economics will be awarded to any graduate of the Diploma Course who completes all the courses offered in such departments. Special certificates in the departments of Vocal Music, Instrumental Music, Public School Music, Drawing, and Expression will be given to any graduate in the Certificate or Diploma Course who has completed the courses offered in such department.

Special Certificates will be given in Reading to all who have completed the Diploma Course, majoring in Literature, and all class-work in Reading offered.

Special Certificates in Expression will be given to those who do six quarters' work, private lessons.



### **CERTIFICATES AND RENEWALS**

Students should bear in mind that the year at the State Normal School is divided into four quarters, and that credits on teachers' license, on renewals of license, and on Normal School Certificates and Diplomas may be worked out by attendance on any quarter or quarters. The same credits may be made during the winter quarter as during the spring or summer. Since attendance during the summer quarter is very large, students who can attend only one quarter are urged to do so during the winter or spring. With a smaller attendance on these quarters a better classification can be made and more satisfactory work done.

### **TEACHERS' LICENSE**

For any quarter the following courses may be taken and credits earned:

**REVIEW COURSES.** Students may take special and review courses in preparation for the State examination for teachers' license conducted at the State Normal School.

**ONE-YEAR LICENSE.** Graduates of first-class high schools, by doing satisfactory work in at least three prescribed courses, may earn a one-year elementary license, or have such license renewed.

**TWO-YEAR LICENSE.** Teachers holding a two-year license, either elementary or high-school, may have such license renewed by attendance on any quarter with satisfactory work in at least three courses.

**PERMANENT LICENSE.** Teachers holding first-grade license may have such license made permanent on attendance and satisfactory work during any quarter.

**NORMAL SCHOOL CREDITS.** Credits on all Normal School Certificate and Diploma Courses may be worked out by attendance during any quarter.

### **STATE EXAMINATIONS**

State examinations for teachers' license are conducted at the State Normal School at the close of the fall, winter, and summer quarters. The questions for these examinations are prepared by the State Board of Examiners and the papers of applicants forwarded to the State Superintendent of Schools to be graded by the State Grading Committee.

## DESCRIPTION OF COURSES

### DEPARTMENT OF AGRICULTURE

PROFESSOR WINDES

**101. Elementary Agriculture.** 12 credits.

(a) A study of the physical properties of the soil and of commercial fertilizers. Text, Whitson and Walster's Soils and Soil Fertility.

(b) A practical study of the most common field crops of the State and of crop rotation. Text, Duggar's Southern Field Crops.

(c) This course will include the use of glass in growing vegetables for home use and for the market, and the spraying and care of orchards. Text, Watt's Vegetable Gardening.

**202. Animal Husbandry.** 9 credits.

(a) A study of the physical make-up of all farm animals. Text, Vaughan's Stock Judging.

(b) Feeding Farm Animals. Text, Henry and Morrison's Feeds and Feeding.

(c) General problems in dairying, including care and marketing of milk, butter-making and milk-testing. Text, Eckle's Dairy Farming.

**301. Methods of Teaching Agriculture.** 3 credits.

Practical methods of teaching agriculture in the public schools is presented. The use of text-books, laboratory work, field demonstrations, correlations, agricultural clubs; community fairs; the use of bulletins and papers, and the use of land are the topics considered in this course.

### DEPARTMENT OF BIOLOGY

**31. Elementary Biology.** Text, Bailey and Coleman's First Course in Biology. 12 credits.

The course is designed to give a general idea of the principles which underlie the world of life, and should prove to be a good foundation for the teaching of nature study. Numerous laboratory exercises and field trips.

(a) Botany. The life processes of plants will receive emphasis, rather than their anatomy. The relations between plants and animals and between plants and man especially, will be given much attention.

(b) Zoology. The treatment of the animal world will be much after the manner employed in that of the plant world.

(c) Human Physiology. Most attention will be directed to the physiological processes of the body. A close relationship will be made between the work of this term and that of the first two terms dealing with plant and animal life. The interdependence of human life, plant life, and animal life will be stressed.

**41. Review Physiology.** Text, Ritchie's Human Physiology. 3 credits.

For those wishing to take the State teachers' examinations. It is assumed that those who enter have some knowledge of the subject.

**201. General Biology.** Texts, Bergen and Caldwell's Introduction to Botany; Hegner's Introduction to Zoology, and Hough and Sedgwick's Human Mechanism. Selected references. 12 credits.

This course is intended to prepare the student for teaching elementary biology in the high school.

## BOOKKEEPING AND PENMANSHIP

MR. PRINCE

**41. Bookkeeping.** Text, Bexell and Nichol's Principles of Bookkeeping and Farm Accounts. 3 credits. It is the purpose of this course to prepare teachers to teach elementary bookkeeping. Special attention will be given to home and farm accounts.

**41. Penmanship.** 1 credit. The purpose of this course is not so much to improve the penmanship of teachers as to give instruction in the most approved methods of teaching writing in the rural schools. Drills in movements and forms of letters, together with discussion of the difficulties to be overcome in teaching writing in the public schools, receive special attention.

## DEPARTMENT OF CHEMISTRY

MISS SMITH

**41. Elementary Chemistry.** Text, McPherson and Henderson's Elementary Study of Chemistry. 9 credits.

(a) This course consists of individual laboratory work, lectures, demonstrations, and quizzes. It includes theoretical chemistry, a study of the elements up to carbon.

(b) This is a continuation of Course (a), beginning with the study of carbon, and continuing through the aluminum group.

(c) This continues Courses (a) and (b). It completes the general study of elements. Much emphasis is laid upon the practical appli-

cations of chemistry to commerce, plants, soils, and to every-day life in general.

**101. Analytical Chemistry.** 8 credits.

(a) This consists of blowpipe analysis, flame colorations, and elementary mineralogy. In this course general methods of analytical operations are taken up and are of such practical value in the future study of chemistry that whenever possible it is advised that the student of chemistry take up this work after the first year of elementary chemistry.

(b) This is a continuation of Course (a) and impresses upon the student the value of careful and correct observation in scientific work. In this course are given the modern theory of solution, and the principles of chemistry, together with modern, systematic methods for analyzing an unknown substance.

**301. Household Chemistry.** Text, Bailey's Sanitary and Applied Chemistry. 6 credits.

(a) This course, as its name suggests, takes up the study of the practical applications of chemistry to home economics. It includes the study of foods from a physiological standpoint. The chemical compositions and properties of carbohydrates, fats, and proteins, the study of milk, sanitation, and dietetics.

(b) This is a continuation of (a). It deals particularly with the study of textiles, dyes, chemical properties of stains and their removal, and a study of water, from both a chemical and a sanitary standpoint.

**302. Agricultural Chemistry.** Text, Snyder's Chemistry of Plant and Animal Life. 6 credits.

(a) A course arranged especially for students of agriculture. It takes up a general consideration of the chemical composition, properties, and management of soils. A study of natural and artificial fertilizers.

(b) This is a continuation of course (a). Emphasis is laid upon the biological features of agricultural chemistry. It includes a study of the chemical composition of balanced rations for farm animals, the composition and food value of the different plants, and a study of available plant foods.

## DEPARTMENT OF DRAWING

MISS SLOCUMB

**101. Public School Drawing.** 9 credits.

(a) This course deals with the fundamental principles of art-



structure; first as to line, including spacing, proportion, arrangement; second, as to dark and light; and, third, as to color. Discussions as to the value of teaching art, its relation to every day life, methods of art and teaching.

(b) Primary handwork. Prerequisite, Drawing 101 a. Required for students taking primary methods.

(c) Principles of perspective, drawing of objects in pencil and crayola. Lettering, posters, advertisements. Required of students taking grammar grade methods.

**201. Certificate Course Drawing. 9 credits.**

(a) Household Decoration. The principles of the former courses are here applied to the house. The house, rooms, floors, and floor-coverings, walls and their coverings, furniture, and the choosing and hanging and framing of pictures are considered. Pupils are led to see that good taste is not so much a question of money as of cultivated appreciation and good judgment.

(b) Design in brush and ink. Water color.

(c) Methods and practice teaching.

**DEPARTMENT OF EDUCATION**

PROFESSOR FIELD

MISS BENNETT

MR. MATHES

**101. Elementary Psychology.** Text, Betts' The Mind and its Education. 5 credits.

The aim of this course is to acquaint the student with the most important facts and fundamental laws of human behavior. The following topics are considered: consciousness, the nervous system, instinct, habit, attention, sensation, perception, imagination, memory, association, reasoning, and emotion. Emphasis will be placed upon the practical application of psychology to teaching.

**102. School Management and Observation.** Text, Salisbury's School Management. 4 credits.

This course includes a study of the fundamental problems of school management. Topics: handling of routine matters, daily program, records and reports, school law, discipline, school buildings, grounds, equipment, and general class-room procedure.

**103. Child Study.** Text, Averill's Psychology for Normal Schools. 4 credits.

After a brief study of the physical nature of children, such as is necessary for an understanding of their mental nature, the instinctive behavior of children is fully studied as the origin and basis of their mental life. The influence of heredity is exhaustively considered. The formation of habits, the utility of sensation and perception as bases for mental imagery, memory and reasoning constitute important elements of the course. The course is more practical than theoretical. Class discussions, reports, and lectures are employed.

**301. History of Education.** Text, Parker's History of Modern Elementary Education. 4 credits.

This course presents the most important movements in modern educational history, with a detailed study of the theories and practices of great educators. Emphasis is placed on the work of Comenius, Locke, Rousseau, Pestalozzi, Herbart, Froebel, Montessori, and Dewey.

**204. Sociology.** 8 credits.

(a) A discussion of country-life problems. Text, Cubberley's Rural Life and Education.

Subjects: Old and new rural life conditions; the new outlook for rural life; the social problems of the country community; rural educational agencies; the school, the Sunday-school, the Church, community clubs; the community fair and field day; the teacher and community life.

(b) A practical study for the rural school. Text, Foght's The Rural Teacher and His Work.

Subjects: The organization of the rural school; problems of consolidation; the rural school as a social center; rural-school hygiene; the rural-school curriculum; types of rural schools; the rural school and community recreation.

**202. Administration.** Texts, Cubberley's Public School Administration. 4 credits.

The purpose of this course is to give the student a full understanding of the administration of state, county, and local school systems. To do this a close study of school administration as it is in actual operation in various parts of our country is made. Problems of finance, supervision, organization, and instruction form important topics. An intensive study is made of conditions in Tennessee.

**303. School Sanitation.** Text, Dresslar's School Hygiene. 4 credits.

Topics considered: The school building; the heating, lighting, and

ventilation of school buildings; the detection of physical defects in children; the testing of eyesight and hearing; the nature of contagious diseases; the school and public health.

**201. Educational Psychology.** Text, Starch's Educational Psychology. 5 credits.

The nature, variation, inheritance, and measurement of the native equipment of human beings forms the first division of this course. This is followed by a study of the psychology of learning, which includes such general topics as the use of observation and perception, the rate and progress of learning, and the transfer of training. Following this a study is made of the learning of particular school subjects.

**304. Secondary Education.** 8 credits.

(a) The Principles of Secondary Education. Text, Colvin's An Introduction to High School Training.

The secondary school, its purpose and place in the school system; the secondary-school curriculum; the principal and his relation to the teachers; supervised study; the problem of discipline; the social activities of the high school; the principles of high-school teaching.

(b) Methods of Teaching in High Schools. Text, Parker's Methods of Teaching in High Schools.

The teaching of high-school mathematics, science, history, methods and procedure; the arts and their correlation with other subjects; the use of books and special recitation methods.

**302. School Law.** Texts, School Laws of Tennessee; Annual Reports of State Superintendent. 4 credits.

A course designed to familiarize prospective teachers with the laws of the state dealing with schools.

**203. Tests and Measurements.** Text, to be supplied. 4 credits.

In this course the student will be made familiar with recent investigations in testing and measuring pupils. It will deal with standardized tests in the various school subjects and with mental measurements. Pupils will be given practice in administering the tests.

**305. Rural School Supervision.** Text, to be supplied. 4 credits.

The purpose of this course is to train students for the work of rural-school supervision. An investigation will be made of the need of supervision, of the supervision of instruction, and of other duties which the supervisor may be called upon to perform.

**DEPARTMENT OF ENGLISH LANGUAGE**

## PROFESSOR BIBLE

**41. English Grammar. (Review).** Text, Burleson's Practical English Grammar. 2 credits.

For those who wish to prepare for the State teachers' examinations, and others who need a special drill in this subject.

**21. Elementary English Composition.** Text, Wood's Practical Grammar and Composition. 12 credits.

(a) A course in high-school English. Practical rules of grammar and oral composition are emphasized to develop clear and correct English in every-day speech and writing. The organized club is a feature of the course.

(b) Special emphasis is placed upon the mechanics of composition. The club programs are based on topics in exposition and argumentation.

(c) While the mechanics of composition is kept constantly before the pupils, more attention is given to the rhetorical qualities. Extensive drill is given in letter writing. The club programs are based on topics in description and narration.

**101. English Composition and Rhetoric.** Texts, Woolley's Handbook of Composition; Slater's Freshman Rhetoric (Revised). 12 credits.

(a) This is a testing course for high-school graduates, designed to ascertain the prospective teacher's proficiency in the mechanics of oral and written English; and to add to that proficiency by drill in spelling, punctuation, the use of words, sentence structure, and general composition. Special drill is given in public speaking on practical topics.

(b) This course is designed for those who have completed English 101. Although the pupils are regularly drilled in the mechanics of English, and in the rhetorical forms, special instruction is given in exposition as a form of discourse and its practical use by the successful school teacher. A few essays are written. The drill in public speaking is continued, helpful expository topics being chosen for presentation to the children in the Practice and Observation School.

(c) The other forms of discourse—argumentation, description, and narration—are made the basis for instruction, with particular emphasis upon the importance of these forms as a means of developing the faculties of criticism, judgment, reasoning, observation, and imagination. Several themes are required. Oral English is emphasized in classroom debates, and in the presentation of descriptions and stories to the children in the Practice and Observation School.



**201. Grammar and Methods.** 4 credits. Text, Burleson's Practical English Grammar. References: Leonard's Grammar and Reasons; Klapper's The Teaching of English; Coldwasser's Methods in English; Chubb's The Teaching of English; Barnes' English in the Country School; and others.

An intensive course in the subject-matter from a practical standpoint, based upon the text, with special emphasis on the methods most effective in the teaching of the subject, many of which will be brought out in lectures, reference study, and observation lessons.

**202. Teaching of Composition and Rhetoric.** 4 credits. References: Chubb's The Teaching of English; Klapper's The Teaching of English; Coldwasser's Methods in English; Barnes' English in the Country School, and others.

A course offering a thorough review of all the important divisions of the subject; such as spelling, punctuation, letter writing, the forms of discourse, theme writing and grading, public speaking, etc., with special attention to the best methods and plans for teaching them. The course will consist of lectures, reference study, class exercises, and observation lessons.

## DEPARTMENT OF ENGLISH LITERATURE

DEAN BURLESON

**31. Third Year Literature.** Reading and study of English and American Classics. 9 credits.

(a) For reading: The Last of the Mohicans, Ivanhoe. For study: Courtship of Miles Standish, Lincoln's Gettysburg Address, Burroughs' Birds, Bees, and Sharp Eyes. As You Like It.

(b) For reading: Oregon Trail, Treasure Island. For study: Vision of Sir Launfal, Rhyme of the Ancient Mariner, Snow-Bound, Midsummer Night's Dream.

(c) For reading: Silas Marner, Sketch Book. For study: Lady of the Lake. Emerson's Essays (American Scholar and Self Reliance), Washington's Farewell Address.

**41. Fourth Year Literature.** Reading and study of English Classics, ending with an historical survey of English and American Literature. 9 credits.

(a) For reading: Pilgrim's Progress, Franklin's Autobiography. For study: Idylls of the King (two), Julius Caesar, Milton's Minor Poems.

(b) For reading: Macaulay's Life of Johnson, Sir Roger de Coverley Papers. For study: Webster's First Bunker Hill Speech. Carlyle's Essay on Burns, Macbeth.

(c) Historical survey of English and American Literature. Text, Long's English and American Literature.

**101. American Literature.** Reading and study of poetry and prose. Texts, Page's Chief American Poets; Wilkinson's New Voices. 9 credits.

(a) Bryant, Emerson, Longfellow, and Lowell. Term-paper based on reading and study.

(b) Whittier, Holmes, Poe, and Lanier. Term-paper based on reading and study.

(c) Current poetry.

**301. English Literature.** Reading and study of prose and poetry. 9 credits.

(a) Literary Study of the Bible. Text, Moulton's The Literary Study of the Bible. Parallel readings in the Bible.

(b) Poetry. Text, Page's British Poets of the Nineteenth Century.

(c) Shakespeare in the order of his development.

**201. Teaching of High-School Literature.** Texts, Chubb's The Teaching of English, Blakely's Teachers' Outlines for Studies in English, Smith's What Can Literature Do for Me? For reference, Carpenter, Baker, and Scott's The Teaching of English; and Trent, Hanson, and Brewster's English Classics. 5 credits.

This is a study in the selection of the best literature for the different years of high school and the best methods of teaching it. Along with the study will be actual practice in the teaching of literature.

## DEPARTMENT OF READING AND EXPRESSION

MISS McCLELLAN

**201. Reading.** Texts, Leland Power's Practice Book, Fundamentals of Expression. 9 credits.

A course for beginners. Basic principles of voice production, vowel forming, consonantal articulation, development of melody of speech. This training is to teach the student the mastery of mind over body and voice, and to enable him to teach reading and diction in the school room.

**202. Reading.** Texts, Leland Power's Practice Book, Talks on Expression, Brewer's Oral English. 9 credits.

A study of different masterpieces of literature, with the endeavor to understand their truth, beauty, and purpose, and to express these to an audience; includes extemporaneous speech, debate and parliamentary practice, practice in giving speeches for all occasions. The aim of the course is to teach the student to express himself intelligently while actually on his feet before an audience.

## DEPARTMENT OF GEOGRAPHY

MISS YOAKLEY

**21. Physical Geography.** Text, Dryer's High School Geography. 5 credits.

This course is intended to give the student a knowledge of the world as the home of man. Physiographic features and processes will be studied, illustrating with the lantern where these may not be observed in the field. The soil-making minerals will be studied in the laboratory and the students taught to use topographic and weather maps.

**41. Review Geography.** Text, Brigham and McFarlane's Essentials of Geography. 2 credits.

For those wishing to take the teachers' examinations. It is assumed that those who enter have some knowledge of the subject.

**101. Geography and Methods.** Texts, Brigham and McFarlane's Essentials of Geography; Dodge and Kirchwey's Teaching of Geography. 4 credits.

A course planned to meet the needs of the elementary school teachers. It will include a rapid academic review of the State-adopted text and a consideration of methods of presenting the subject matter in the different grades of the elementary school. Aid will be given in the matter of choosing between essentials and non-essentials in the teaching of geography.

**102. General Geography.** Text, Salisbury, Barrows, and Tower's Elements of Geography. 5 credits.

A study of the underlying principles of geography and the application of the same in explaining the distribution of man and the growth of industries, with especial attention to the United States.

**301. Commercial Geography.** Text, Smith's Commerce and Industry. 5 credits.

Prerequisite, Elements of Geography. A study of our resources

and natural distribution of the same; the development and concentration of industries as influenced by geographic factors; methods of transportation, including a consideration of trade routes.

**302. Geology.** Text, Blackwelder and Barrow's Elements of Geology. 8 credits.

(a) A study of the origin of land forms and of the changes now taking place through the agency of water, wind, and ice; of the interpretation and use of topographic maps.

(b) A brief study of the commoner rocks and minerals of Tennessee; of characteristic life forms of different periods in the earth's history. Short field excursions will be taken during each quarter's work.

### DEPARTMENT OF PHYSICS

MISS YOAKLEY

**41. Elementary Physics.** Text, Millikan and Gale's Physics. 9 credits.

A course in the elements of physics, designed to give the student a comprehensive view of the more important facts and laws. The importance of social applications of physical science in modern life is emphasized. Instruction is given in lectures, demonstrations, recitations, and individual laboratory work. Each term's work may be done independently of the other.

**101. General Physics.** Text, Black and Davis' Practical Physics. 6 credits.

A continuation course required of those electing science. The work will be similar in content but more advanced in character of subject-matter. Some attention will be paid to selection, purchase, and care of equipment for the laboratory.

### DEPARTMENT OF HISTORY

MISS PITTS

**31. Medieval and Modern History.** Text, Harding's New Medieval and Modern History. 12 credits.

A course designed to trace the political, social, economic, and religious development of the Middle Ages and of the modern European nations.

Topics: The Empire; The Church; The Feudal System; The Crusades; Life and Culture of the Middle Ages; The Rise of Towns;



The Renaissance; The Reformation; The Age of Louis XIV; The Age of Frederick the Great; The French Revolution; The Era of Napoleon; The Revolutionary Movements, 1830-1848; The Making of Germany and Italy; National Rivalries and Alliances; The Background of the World War; The New Europe of Today.

**41. Tennessee History (Review).** Text, McGee's History of Tennessee. 3 credits.

The aim of the course is to study and organize the events of Tennessee history so as to understand how Tennessee through successive stages became what it is.

**32. United States History (Review).** Text, Thompson's History of the United States. 2 credits.

Topics: Causes of the Revolution; Independence; The Confederation; Making the Constitution; Problems of the New Government; Jeffersonian Democracy; War of 1812; the Monroe Doctrine; The Era of Andrew Jackson; Texas and Mexico; The Slave Issue; The Civil War; Reconstruction Troubles; The New Nation; New Relations with the World.

**41. American History and Civics.** Texts, Ashley's American History; Magruder's American Government. 12 credits.

(a) This course begins with the study of the thirteen original colonies and traces the formation and development of the American Federal Union to the presidential election of 1824.

(b) This course continues the study of the development of the American Union from the election of 1824 to the present time. It is concerned with the events that precede the division of the States and those that have brought about the wonderful expansion of today.

(c) A further aim of this course is the study of the nature and functions, of the federal, state, and local governments. Especial attention will be given to the institutions and activities center in and serve the community life.

**103. History and Methods.** Text, Thompson's History of the United States. 4 credits.

A course planned to meet the needs of the elementary school teachers. It will include a rapid academic review of the State-adopted texts, and a consideration of the methods of presenting the subject-matter in the different grades of the elementary schools.

**101. American History.** Texts, Hart's Formation of the Union; Wilson's Division and Reunion. 8 credits.

(a) This course is a study of colonial conditions in 1750, of the formation of the United States of America, and of the development of the Union to 1829.

(b) The aim of this course is to study the events and movements that culminated in the Civil War and Reconstruction, those which characterized the development of the United States up to 1898, and those which indicate tendencies and policies since 1898.

**102. Ancient, Medieval, and Modern History.** Texts, Breasted's Ancient Times; A History of the Early World; to be selected. 12 credits.

(a) A study of the early peoples and their civilizations; the East and the West in the Persian Wars; the growth and expansion of the Greek World; the Empire of Alexander; Greek Civilization; early Rome; expansion of Roman World; transition from republic to empire; Greek and Roman contributions to modern civilization.

(b) This course is a study of European history from Charlemagne to the French Revolution. It includes Feudalism, the Crusades, the Renaissance, the Reformation, and Colonial Expansion.

(c) This course is designed to trace the continuity in the political, religious, intellectual, economic, and social development of the modern European nations in order to have a better understanding of Europe today.

**201. Constitutional History.** Texts, Kimball's The National Government of the United States; Kimball's State and Municipal Government in the United States. 8 credits.

(a) A study of the foundations and permanent institutions of our national government and of their development and operation as illustrated in present-day tendencies.

(b) The purpose of this course is to investigate the organization, the distribution of powers and functions, and the operation of all forms of local government.

**202. Method in History.** Text, Mace's Method in History. 4 credits.

This course is intended to offer opportunity to teachers to study the nature of history, its educational value, and the method of teaching it in the public schools.

**302. Economics.** Text to be selected. 8 credits.

(a) The aim of this course is to acquaint the student with the fundamental principles and factors of national economy.

(b) This course offers opportunity for intensive study of certain phases of our economic life.

**301. Tennessee History.** Lectures and library work. 4 credits.

An advanced course in the history of Tennessee.

## DEPARTMENT OF HOME ECONOMICS

MRS. EARNEST

MISS COX

**101. Cooking.** Greer's Text-book of Cooking. 9 credits. Fee for supplies furnished, \$1.50 a quarter.

(a) and (b) The purpose of this course is to develop skill in the technique of cookery by means of a systematic introduction to the principles and purposes and the food materials involved.

(c) Continued study of foods that are most exclusively used in the dietary, and of some of the changes taking place during their preparation for the table and affecting their digestibility and nutritive value. In both courses marked emphasis is placed on systematic care of the kitchen.

**102. Sewing.** Text-book, Kinne and Cooley's Shelter and Clothing. 9 credits. Fee for materials furnished, \$1.00 a term.

(a) The study of plain and fancy stitches and their application in the making of plain underclothing. Stress is placed upon the selection of design and materials appropriate for each article.

(b) The making of a petticoat and a tailored middy-blouse and skirt. This course includes a continuation of the application of plain and fancy stitches, the study, use, and care of the sewing machine.

(c) The making of a sheer waist and simple dress. Stress is laid on study of appropriate materials and the study and use of commercial patterns. The study of textiles is emphasized.

**201. Cooking.** 9 credits. Fee for supplies furnished, \$2.00 a term. Texts, Ola Powell's Successful Canning and Preserving; Cooley-Winchell's Teaching Home Economics; Government bulletins; reference works.

(a) This course includes canning, preserving, and drying of foods. Special stress will be laid on economic aspects and attractiveness of the products. A study of dietetics, to present the fundamental principles of human nutrition and to apply these principles to the feeding of individuals, families, and larger groups under varying physiological, economic, and social conditions.

(b) The purpose of this course is to acquaint the student with the more complicated processes of cookery. This course includes breads, pastries, cakes, and frostings.

(c) The purpose of this course is to give opportunity for practice in home cookery. It will include the study, planning, cooking, and serving of breakfasts, luncheons, and dinners; and various methods of preparation and garnishing.

**202. Sewing.** Text, Baldt's Clothing for Women. 9 credits. Fee for materials used, \$1.00 a term. Open only to students who have already had Home Economics 102. This course includes methods of teaching domestic arts.

(a) A course including drafting, modeling, and free-hand cutting of patterns. The making of a fancy blouse, a woolen dress, and a silk skirt.

(b) A course dealing with home problems, bed linens, table linens, curtains, draperies, and towels; also infants' and children's clothing.

(c) First six weeks, costume designing and lingerie dress; also an intensive study of textiles. Second six weeks, millinery.

**301. Household Management.** 6 credits.

(a) A course dealing with house furnishing, budgets, financing the family, and business law, which affects the family. Text, Taber's The Business of the Household.

(b) Farm Mechanics (b) given in department of Manual Training.

## DEPARTMENT OF MANUAL TRAINING

PROFESSOR WILSON

**101. Elementary Woodwork.** Text, Allen and Cotton's Manual Training for Common Schools. 6 credits.

This course includes: (1) The historical evolution, classification, and proper use and care of the more commonly used woodworking tools; (2) a collection and study of the structure and use of native woods; (3) the reading and making of simple working drawings; (4) the making out of bills of material; (5) the estimating of cost; (6) the construction of simple projects involving the use of tools and woods studied.

All students of this course who are applicants for the special certificate in Manual Training will be required to take the course in Mechanical Drawing.

**102. Mechanical Drawing.** Texts, Bennett's Grammar Grade Prob-



lems in Mechanical Drawing; French and Svenson's **Mechanical Drawing for High Schools**. 6 credits.

(a) Freehand sketching from models, lettering, the making and reading of simple working drawings, tracings, and blueprints. Students will supply themselves with drafting scale, lining pen, pencil, compass, number 2 and 4 lead pencils, soft erasers, and india ink. Drawing boards, T-squares, and triangles will be supplied.

(b) A continuation of course (a) with more complicated problems. The theory of simple perspective, cabinet projection, and orthographic projection will be given and applied to the problems of this term.

**201. Advanced Woodwork.** Text, Griffith's **Woodwork for Secondary Schools**. 9 credits.

Four hours bench work, one hour recitations. This course deals with the more complex tools and processes of joinery. The constructive work is made the basis of the theory, design, working drawing, and mathematics. This course covers: (1) the making of working sketches from models; (2) lettering; (3) working drawings; (4) tracings; (5) blue prints; (6) construction of projects involving the use of common joints; (7) tool sharpening; (8) wood finishing. The following supplies will be required: (1) a loose-leaf note-book; (2) a twelve-inch draftman's scale; (3) a pencil compass; (4) a hard and a soft pencil; (5) a block of art gum; (6) a lining pen; (7) a bottle of drawing ink.

(a) The projects of this term involve the use of mortise and tenon construction and finishes of oil stains, shellac, and wax. Students will study the standard woodworking machines used and will learn to care for them and use them with skill.

(b) A continuation of the work of the first quarter, with stress upon the best form of drawer construction and finishing stains. The projects will be largely of school apparatus.

(c) Projects will involve the use of glued stock and joints, with finishes of spirit stains, fillers and varnishes.

**301. Farm Mechanics.** (a) Text, Brace and Mayne's **Farm Shop Work**. 6 credits. This course deals with the same technique in the use of woodworking tools as described in Courses 101 and 102, but the problems will be only such as are found on the farm.

(b) Problems in House Planning. Text, Eugene Robinson's **Domestic Architecture**. This course is required of all candidates for the special certificate in Domestic Science.

Topics studied: Simple House Plans, Heating, Lighting, Plumbing, and Household Conveniences.

**302. Vocational Drawing.** 6 credits. An advanced course in sheet metal, machine, furniture, or architecture. Manual Training 102 a prerequisite. Text and drawing outfit required.

**303. Methods of Manual Training.** 5 credits. This course includes the history of manual training, special methods, and practice teaching, with care of room and tools.

### DEPARTMENT OF MATHEMATICS

PROFESSOR ROGERS

PROFESSOR REECE

**21. Algebra.** Text, Wentworth-Smith's School Algebra, Book II. 12 credits.

(a) The first term is devoted to a review of the fundamental operations and factoring and to a careful study of simple and simultaneous equations, using the graphs for illustrating and fixing principles.

(b) Involution, evolution, theory of exponents, and radicals are the topics considered during the second term.

(c) The third term is given to a study of quadratics and their properties, ratio and proportion, and the progressions.

Required for entrance.

**31. Plane Geometry.** Text, Wentworth-Smith's Plane Geometry (Revised). 12 credits.

(a) Book I is completed during the first term. Clear thinking and logical reasoning are emphasized, with rigid and formal demonstrations as secondary considerations.

(b) Books II and III are considered during the second term. Greater rigidity of proof is insisted upon during this and the following term.

(c) The subject of plane geometry is finished during the third term. Throughout the year the original work is emphasized and field problems prescribed for the purpose of applying the fundamental principles of geometry.

**32. Arithmetic (Review).** Text, Jones-Rogers' New School Arithmetic. 3 credits.

This course includes all the principal topics of arithmetic. The chief emphasis is placed upon the content side. The presentation and treatment are in keeping with the most approved methods in modern arithmetic.

**101. Solid Geometry.** Text, Wentworth-Smith's Solid Geometry. 5 credits.

This course emphasizes the practical side of the subject and correlates with industrial courses and every-day life.

**102. College Algebra.** Text, Hawkes' Higher Algebra. 8 credits.

(a) This course is offered for students who desire a more thorough treatment of the subject than that offered in elementary algebra. The topics of factoring, fractions, simple and quadratic equations are included.

(b) The emphasis is placed upon theory of equations as the theory applies to equations of higher degree than the second. Throughout the course in College Algebra the graphical method is employed as an aid in development and interpretation.

**201. Plane Trigonometry.** Text, Wentworth-Smith's Plane Trigonometry. 5 credits.

Practice is given in the use of logarithmic tables, development of the trigonometric functions, and application of the theory of the solution of plane triangles.

**203. Teachers' High School Arithmetic.** Text, Lindquist's Modern Arithmetic Methods and Problems. 4 credits.

This is a course in arithmetic, treated from the standpoint of the teacher. Special attention is given to the methods of teaching the subject and to modern psychological experiments in the field of arithmetic. References to the material in the library will be made from time to time.

**302. Surveying.** Text, Wentworth's Surveying. 5 credits.

This is a course in elementary surveying, and includes the theory and practice of the fundamental principles by use of the transit and tape for field work, the computation of areas, etc.

**DEPARTMENT OF METHODS**

MISS BENNETT

MISS STAFFORD

MISS TAYLOR

**101. Methods of Teaching.** Text, Earhart's Types of Teaching. 5 credits.

A careful study is made of the principles which are essential for skillful teaching. All of the standard types of lessons are thoroughly discussed in class and in frequent visits to the Observation School and their practical application is observed.

**102. Primary Methods.** Text, Cooper's How to Teach First, Second, and Third Grades. 10 credits.

This course includes a study of subject-matter and methods for the primary grades, also a study of the state-adopted text-books for those grades. Observation is required.

(a) Reading and Language.

(b) Arithmetic, Spelling, Penmanship, and Seatwork.

Prerequisites, Elementary Psychology and Methods of Teaching.

**103. Grammar Grade Methods.** Text, to be selected. 5 credits. This course includes a course of subject-matter and methods for the grammar grades, with demonstrations in the best methods of presentation. Prerequisites, Education 101 and Methods 101.

**104. Elementary Practice Teaching.** 5 credits.

Assigned work in practice teaching is to be done either in the primary or grammar grades, under the supervision of the critic teachers. Prerequisites, Elementary Psychology and either Primary Methods or Methods in the Grammar Grade subjects.

**201. Principles of Teaching.** Text, Strayer's A Brief Course in the Teaching Process. 5 credits.

A general method course for Seniors. A study in the selection and organization of subject-matter, interest, attention, drill, the lesson plan, and the question as a factor in teaching.

**202. Senior Practice Teaching.** 5 credits.

This course is open to those who are applicants for the Senior Normal diploma. Teaching will be done in the high-school subjects



of the departments in which the student has done his major work. This work will be done under the supervision of the heads of the departments.

**705. Library Methods. 3 credits.**

Study of State school-library laws and State list of books for school libraries. Organization and care of school libraries, including practical methods of classifying, accessioning, shelf-listing, cataloguing, and systems for lending books. The Dewey Decimal Classification is used. Study of reference books, government publications, bibliographies, and periodicals.

**DEPARTMENT OF MODERN LANGUAGES**

MISS LACY

**French**

**101. First Year French. 12 credits.**

- (a) Text, Meras, *Le Premier Livre*.
- (b) Text, Meras, *Le Second Livre*.
- (c) Text, *La Belle France*.

**201. Second Year French. 9 credits.**

(a) A study of the French story. Text, De Maupassant's *Huit Contes Choisis*.

- (b) Halevy's *L'Abbe Constantin*.
- (c) *Le Roman d'un Jeune Homme Pauvre*.

**301. Third Year French. 9 credits.**

- (a) Balzac's *Eugenie Frandet*.
- (b) Milliere's *Le Bourgeois Gentilhomme*.  
Corneille's *Le Cid*.
- (c) Texts to be selected.

**Spanish**

**102. First Year Spanish. 12 credits.**

- (a) Spanish Taught in Spanish, McHale.
- (b) Continuation of (a).

- (c) Translation of simple Spanish texts.

**202. Second Year Spanish.** 9 credits.

- (a) Spanish Short Stories. Text, Cuentos Castellanos.
- (b) Translation of a novel, Valdes' Jose.
- (c) Commercial Spanish.

**302. Third Year Spanish.** 9 credits

(a) Lectures on Spanish history and civilization. Report and themes in Spanish. Review of grammar with stress upon the history of the language.

(b) Reading from Classics. Calderon's *La Vida es Sueno*. Selection from Cervantes' *Don Quixote*.

(c) A short study of Vulgar Latin. Comparison of Spanish with French and Italian. Reading of modern novels by such writers as Galdos and Valera.

## DEPARTMENT OF PUBLIC SCHOOL MUSIC

PROFESSOR McFEE

**101. Rudiments of Music.** 9 credits.

(a) Rudiments of Music. Text, Root's *Progressive Sight Reading*, Book I.

(b) The Teaching of School Music, Graded and Ungraded Schools. Text, Schoen's *School Song Book*, *Music in the Rural School and Community*. References: Public School Song texts.

(c) The Appreciation of Music. Lectures and Reports. Two sections: For Grade Schools, For High Schools.

**201. Public School Music.** 9 credits.

(a) The History of Music. Text, Pratt's *History of Music*.

(b) Musical Theory. Text, Gantvoort's *Elements of Harmony*, Book I.

(c) Musical Analysis. Text, Tapper's *Musical Analysis*.

**301. Supervisors' Course.** This course is offered to teachers who wish to take up the teaching of music in the public schools. The demand for trained supervisors is steadily growing, and those who are especially equipped are advised to take up this course. 9 credits.

Prerequisites: Music 101 and 201, or the equivalent, and a knowledge of voice, piano, or violin.

(a) History of Music. Text, Pratt's History of Music. Sight singing. No text.

(b) Teaching of Music in the Grades. No text. Theory of Music. Text, Gantvoort's Progressive Harmony, Book I.

(c) Music in the High School. Analysis and Conducting.

### DEPARTMENT OF PHYSICAL EDUCATION

MISS WILLIAMS

MR. REECE

Aims. The aims of physical education are, briefly stated, fourfold: (1) to improve the general health; (2) to improve the posture; (3) to cultivate a spirit of fairness and co-operation, as well as a love of sport; (4) to improve the carriage and develop grace of bodily movement. The means used to obtain these ends are fourfold: (1) the teaching of hygiene; (2) formal and free gymnastics; (3) games; (4) rhythmic play.

Each one of these has a special place and value, and will be counted as a part of the whole in the Physical Education course.

Beginning with the fall term, simple physical examinations will be offered to each girl entering school. Tests such as eye, ear, teeth, heart, weight, height, and posture will make up the simple examinations given. Careful records of every test will be filed and kept for reference. Upon the departure of a student a similar second test may be given and improvements noted. If necessary, cases will be recommended for professional medical advice.

**102. Physical Training for Women.** Text, Michigan State Outline of Physical Training. 2 credits. **Two terms required.**

(a) This course will consist of simple gymnastic exercises, fancy and gymnasium marching, rhythmic plays and games, and methods from text-books.

(b) This course is a continuation of the beginners' class, and no one will be allowed to take the work unless course (a) has been satisfactorily completed.

**101. Playground Methods.** Text, Curtis' Education Through Play; Clark's Physical Training for the Elementary Schools. 4 credits. This course includes a short history of the growth and development of the

playground movement in the United States, including the theories and principal aims of play; promotion of the playground and how to begin and carry on the movement; playground activities, as games, free and supervised play, gymnastics and athletics, observation and practice teaching.

**103. Physical Training for Men.** Text, Michigan State Syllabus. 2 credits.

(a) This course consists of introductory work in gymnastics, marching, plays and games, and occasional lectures on hygiene.

(b) Continuation of course (a), advanced work on apparatus.

### PIANO COURSE

MISS MATHES

Since the needs and capacities of individual pupils vary so widely, no one set of exercises or studies can be strictly adhered to, but the following synopsis will give an idea of the amount of work required for a certificate in piano.

**Grade I. Elementary.** Technical work suited to the grade; scales and chords; Peter's Pianoforte Method; Hans Reutling, Books I, II and III; Biehl, Op. 44; Burgmuller, Op. 100; Gurlitt, Technic and Melody; Le Couppey, "The Alphabet;" Kunz, Two Hundred Canons; Bach-Vincent, Books I and II; Leroy Campbell, Hansel and Grethel suite; easy pieces by Gurlitt, Sartorio, Streabbog, Spaulding, Orth, Behr, Lichner, Th. Dutton.

**Grade II. Intermediate.** Technical work suited to the grade; scales, and arpeggios; Czerney-Germer, Vol. 1; Bertini, Op. 29; Bach, Little Preludes; Czerney, Octave Studies; Gorno, Pedal Studies; Heller, selections from Op. 45, 46 and 47; Sonatinas and Rondos by Clementi, Kuhlau, Dussek, Haydn, Mozart and Beethoven; miscellaneous pieces by Merkel, Lack, Von Wilhm Goddard, Dreyschock, Ehrlich, Spindler, and others.

**Grade III. Advanced.** More difficult forms of scales and arpeggios in thirds, sixths, and tenths; Czerney, School of Velocity; Bach, Two and Three Part Inventions; Cramer, selection from the Buelow edition; Moscheles, Op. 70; selections; easier sonatas from Mozart and Beethoven; miscellaneous pieces by Grieg, Chopin, Mendelssohn, Schumann, Liszt, Schytte, MacDowell, and others.



**CREDITS IN THE UNIVERSITY OF TENNESSEE**

The following statement from Dr. James D. Hoskins, Dean, shows the credit allowed in the University of Tennessee to graduates of the three-year course of the State Normal Schools:

"Graduates of the State Normal Schools who have completed the three years' course will be given credit for 99 term hours in the School of Education, College of Liberal Arts, of the University of Tennessee. If the Normal School credits include the absolute entrance and collegiate requirements of the University of Tennessee the Normal School graduate will be admitted to the Senior class of the University of Tennessee."

**CREDITS IN THE PEABODY COLLEGE FOR TEACHERS**

The following statement from Doctor Shelton Phelps, Chairman of Entrance and Credits Committee, shows the credits allowed in the Peabody College to graduates of the three-year course of the Normal School:

"Graduates of the three-year course in the East Tennessee State Normal School who have done nine quarters of residence work in that institution, after having completed the fifteen units of work in an accredited high school, will be given equivalent standing in George Peabody College for Teachers. This means that such a graduate can expect to complete our Bachelor's degree in three quarters of residence work."

### ROLL OF GRADUATES AND STUDENTS

Volume XII, No. 2, of the Bulletin, to be published September 1, 1922, will contain the names by classes of all the graduates of the State Normal School, the names of all students registered for the school year, 1921-22, including the summer quarter, also the summary of enrollment, showing the enrollment by years and by counties since the opening of the school in 1911.

### INQUIRIES AND CORRESPONDENCE

For information as to lodging in private homes, inquiries should be addressed to Prof. C. E. Rogers, Registrar; for information as to teachers or positions, to Prof. Frank Field, Chairman of Committee on Appointments; for information as to classification and credits, to Dean D. S. Burleson; for information as to reports, student records, etc., to Prof. C. E. Rogers, Registrar; and for the bulletins, or general information relating to the School, to President Sidney G. Gilbreath.



